

Scallan, R.A. The incidental learning of spelling
1947 through reading



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Thesis

THE INCIDENTAL LEARNING OF
SPELLING THROUGH READING

Submitted by

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(B.S. in Ed., Boston University, 1935)

In partial fulfillment of requirements
for the degree of Master of Education

1947

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usually thought to be due to the spelling instruction which took place during the period designated for spelling. However, in recent years there seems to be a tendency to feel that children learn not only those things for which a learning activity is primarily arranged, but many other things as well, during the course of the activity.

Tyler says, "The term 'secondary learning' may be applied to those more or less unforeseen changes which take place in boys and girls as a result of school experiences, because such learning occurs secondarily to the attainment of other primary objectives."

Gilles says, "During recent years we have heard much

1. Keith Tyler, Spelling as a Secondary Learning, Contributions to Education, No. 761 (New York: Teachers College, Columbia University, 1935), p. 1.

2. A. Gilles, "The Effect of Formal Spelling on Spelling Accuracy," The Journal of Educational Research (December 1933), 27: 234.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to investigate the possibility of the incidental learning of spelling through reading.

The child's development in spelling ability was generally thought to be due to the spelling instruction which took place during the period designated for spelling. However, in recent years there seems to be a tendency to feel that children learn not only those things for which a learning activity is primarily arranged, but many other things as well, during the course of the activity.

Tyler says, ^{1/} "The term 'secondary learning' may be applied to these more or less unforeseen changes which take place in boys and girls as a result of school experiences, because such learning occurs secondarily to the attainment of other primary objectives."

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¹I. Keith Tyler, Spelling as a Secondary Learning, Contributions to Education, No. 781 (New York: Teachers College, Columbia University, 1939), p. 1.

²R. E. Guiles, "The Effect of Formal Spelling on Spelling Accuracy," The Journal of Educational Research (December, 1943), 37: 284.

CHAPTER I
INTRODUCTION

Statement of the Problem

The purpose of this study is to investigate the possibility of the experimental learning of spelling through reading. The child's development in spelling ability was originally thought to be due to the spelling instruction which took place during the period devoted for spelling. However, in recent years there seems to be a tendency to feel that this period is not only too short but also too late. The activity is primarily a reading activity, but many other things are going on during the course of the activity.

Tyler says, "The term 'secondary learning' may be applied to those acts or less noticeable changes which take place in boys and girls as a result of school experiences because such learning occurs incidentally to the attainment of other primary objectives." "During recent years we have heard much

1. Keith Tyler, Spelling as a Secondary Learning, Contributions to Education, No. 11, New York Teachers College, Columbia University, 1933, p. 1.

2. A. J. Tyler, "The Effect of Formal Spelling on Spelling Ability," The Journal of Educational Research, January, 1933, p. 235.

about 'incidental' learning, 'functional' learning, learning through 'use' and other expressions which would suggest that some of our learning probably takes place outside of the isolated periods set aside for a special type of training."

This study will present data in an attempt to answer the following questions on the problem of the incidental learning of spelling through reading.

- I. Do children spell words with a higher per cent of accuracy when they have encountered them in reading than when they have not previously been met?
- II. Which of the following methods of presenting words in a reading lesson will produce the greatest incidental learning of spelling?
 1. Meaning of critical words explained in the context.
 2. Critical words presented in a glossary.
 3. Critical words presented by word analysis.
 4. Critical words presented orally with the meanings explained.

Summary of Previous Research

Background.-- "In considering the problem of instruction in spelling in relation to child development it is important to realize that growth in vocabulary is closely related to the acquisition of experiences. A new experience for the child usually supplies him with new words by means of which he can talk, read, and write, and think with some degree of understanding." Thus Horn^{1/} feels that instruction in spelling thrives best in the setting of a rich curriculum.

In view of this statement it would seem that reading, which absorbs much of the school program in the primary grades, might provide a great deal of this richness of vocabulary. This arises the question: Is it possible for children to learn to spell words simply by meeting them through their reading program?

Research shows us that the term "incidental learning" has gone through two periods. Linehan's study states,^{2/} "At the time of Rice's work and for the next ten years or so, it was used as a method. The words taught in reading, language, history, and other studies was the teaching of spelling

¹Ernest Horn and Paul McKee, "The Development of Spelling Ability," The Thirty-Eighth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1939), p. 241.

²Eleanor B. Linehan, "A Summary of Spelling Methods," Unpublished Master's Thesis (Boston: Boston University School of Education, 1946), p. 8.

in an incidental manner. From 1930 on the term was meant to mean the learning of words in reading or language when no attention was directed to that end."

Cornman^{1/} felt that the incidental method of teaching spelling, through other subjects, produced just as good results as a regular spelling drill. He also concluded that the incidental method was a time saver.

Pryor and Pittman^{2/} find serious objections to Cornman's conclusions. They feel that the incidental method is not a time saver as time is actually taken from those other subjects with which spelling is taught. In this method the slow pupil suffers more than the strong one because of his lack of initiative and independence. Furthermore, Pryor and Pittman questioned the teacher's ability to select the proper words and feel that too often the teacher has not made adequate preparation but simply selects the words in a haphazard manner. "We shall see that its chief claim to merit comes from the fact that the words were selected from subject matter that had real meaning for the children."^{3/}

¹Oliver Cornman, Spelling in the Elementary School: An Experimental and Statistical Investigation (Boston: Ginn and Company, 1902), 98 pp.

²Hugh C. Pryor and Marvin Pittman, A Guide to the Teaching of Spelling (New York: The Macmillan Company, 1921), 141 pp.

³Ibid., p. 46.

Gilbert's early studies and later follow-up.-- Since systematic instruction in spelling is no longer given in the high school and college years Gilbert^{1/} wondered what accounted for the improvement in spelling at these age levels. Thus he carried out an experiment with 380 men and women students of junior, senior, and graduate university levels. The purpose of the investigation was to discover:

1. Does reading for the purpose of being able to answer questions on the context result in any improvement in spelling for words encountered in the selection?
2. Do good spellers surpass poor spellers in the amount of learning in spelling acquired through reading?
3. Is improvement in spelling effected by virtue of a slow reading rate.^{2/}

The plan of study was to select a list of thirty-nine difficult words from a number of books in which college students might be expected to be interested. To this list was added eleven of the most difficult words from the Sixteen Spelling Scales. Then his list of fifty words was administered to a trial group of 148 students. On the basis of their spellings the twenty most difficult words were identified. These were then matched approximately for difficulty into two sets of ten words each. The experiment was then

¹Luther Gilbert, "A Study of the Effect of Reading on Spelling," The Journal of Educational Research (April, 1935), 28: 570-576.

²Ibid., p. 270.

carried out in three steps: (1) pretest on both sets, (2) presentation of a reading selection in which were embedded the words of only one set, and (3) post-test on both sets to compare the learning that had taken place.

Two of the conclusions reached by Gilbert which effect the present study were:

1. College students improve spelling through reading even when attention is not directed toward that end.
2. Good spellers are able to pick up more spelling through reading than poor spellers.^{1/}

When Gilbert^{2/} found that significant amounts of growth in spelling vocabulary in the secondary school was evidenced, he extended his investigation of the effect of reading on spelling downward. This time Gilbert carried out his experiment with 736 ninth-grade pupils. The plan of study was very similar to the previous investigation. The following conclusions were reached.

1. Ninth grade pupils tend to improve their spelling through reading even when attention is not directed toward spelling.
2. Significant amounts of gain in spelling accrue when the reading involving the words in question follows immediately upon an attempt to spell the words.
3. The amount of improvement, however, is relatively small when the attempt to spell the critical words

¹Ibid., p. 576.

²Luther Gilbert, "Effect of Reading on Spelling in the Ninth Grade," The School Review (March, 1934), 42: 197-204.

precedes the reading by so long a period as four weeks.

4. Good spellers are better able to improve their spelling through reading than are poor spellers.
5. The largest amounts of learning in spelling takes place with the fast readers and thus these spellers are able to add to their spelling vocabularies more efficiently than are poor spellers.^{1/}

After Gilbert^{2/} concluded that under certain conditions improvement in spelling comes through reading he became interested to find out the fundamental processes involved in this incidental learning. This new study was carried on with twenty-three upper class students at the University of California. Gilbert attempted to answer the following questions.

1. How are the critical words perceived?
2. Do eyes continue on their reading course uninterrupted as to pace and pattern?
3. Or does the reading process give way temporarily to a spelling study process?

The authors carried on their investigation through using the eye movement photography technique. The method used^{3/} involved the following steps.

1. Subjects were pretested with a fifty word informal test in which were included certain critical words.

¹Ibid., p. 204.

²Luther Gilbert and Doris Gilbert, "The Improvement of Spelling through Reading," The Journal of Educational Research (February, 1944), 34: 458-463.

³Ibid., p. 459.

2. Immediately afterwards the eye movements were photographed during the reading of a simple prose passage in which some of the critical words were embedded. Movements were also photographed during the intentional study of the spelling of other critical words presented in isolation.

The authors summarized their findings as follows:

1. Fixation averages indicate that the subjects fixated least often during the reading of prose, more than three times as often when they picked up spelling during reading and about three times as often again when they studied words in isolation.
2. Fixations and regressions were more frequent and longer during incidental study when the word was learned perfectly than when less than perfect gain was realized.
3. Results serve to confirm a previous finding regarding the desirability of teaching spelling by a method which stresses accurate speed of perception.
4. This facility of perception is responsible in a large measure for the presence of good spellers' vocabularies of many words which have never been studied formally.
5. Further study of this problem may reveal that a record of eye movements during reading, may at times, represent a spelling reaction rather than a reaction to a comprehension or recognition difficulty.

The authors, however, caution that these findings should not be interpreted to mean that pupils should be taught to learn spelling during reading. The subjects of the study were mature, superior spellers and previous research has

shown that these are the people who profit most in this respect. Whereas with the less able spellers the results might indicate that for them a gain in spelling would entail a loss in meaning.

Theories advanced by Breed and Horn.-- Breed^{1/} feels that the findings on incidental learning suggests the question:

"To what degree are elementary school pupils indebted to incidental methods for achievement in spelling?"

Breed further suggests that the educational "progressives" and their opponents should both welcome an answer. Since English schools rely much more than American schools on the incidental method in this subject, a comparative study of achievement in English and American schools might help to obtain an answer.

Horn^{2/} admits that there is undoubtedly some incidental learning of spelling through reading and writing done in connection with other school subjects. He feels, however, before we can decide whether to rely upon incidental learning of spelling the following questions need to be investigated to a great degree.

1. What are the activities or subjects in connection with which incidental learning occurs?

¹Frederick Breed, "Spelling," Review of Educational Research (December, 1937), 7: 522.

²Ernest Horn, "The Incidental Teaching of Spelling," The Elementary English Review (January, 1937), 14: 3.

2. What, or how much, is learned incidentally?
3. How do the results obtained by purely incidental learning compare with those obtained by direct teaching?
4. How feasible and economical is it from the standpoint of administration to provide for the incidental teaching of spelling?

If these questions could be answered satisfactorily, then words which can be safely left to incidental learning may be omitted from the spelling course of study.

Investigation has shown that much is learned from reading. Those who use the spelling series that recommend the test-study method find many of the words are spelled correctly by practically all of the children. This plan adjusts the study of spelling to the needs of the individual students, makes full use of all incidental effects and motivates the study of the spelling period.

Social studies as a means of incidental learning.-- With the increased recognition of incidental learning Tyler^{1/} became interested in the possibility of secondary learning taking place in the field of social studies in the elementary school. The problem was stated as follows:

"To discover the relationship of the teaching of certain

¹I. Keith Tyler, Spelling as a Secondary Learning, Contributions to Education, No. 781 (New York: Teachers College, Columbia University, 1939), 116 pp.

units in social studies and of the teaching of history and geography separately to the ability of children to spell words peculiar to the units or subjects."^{1/}

The sixth grade was selected as the level to experiment with as children in this grade had mastered the mechanics of reading sufficiently to make much use of books and other reading materials.

A few of Tyler's limitations were:^{2/}

1. The study was limited to that aspect of secondary learning from the teaching of social studies which involves the ability to spell selected words.
2. The selected words upon which the study was based are all specialized words; i.e., they do not occur in the first three thousand commonest words as given in Thorndike's list.
3. The study was limited to secondary learning.

The experimental period covered fifteen school weeks during which three units were taught.

Among the numerous conclusions drawn by Tyler the following two seem most pertinent in relation to the present study.

1. The fact that all the groups made average scores at the beginning of the experiment indicated that ability to spell about 30 percent of the new

¹Ibid., p. 9.

²Ibid., p. 15.

words which they had never been taught can be attributed to one or both of two factors. Either they had learned these words in previous reading and other activities or they had learned enough generalizations about spelling to spell a considerable number of new words simply by applying these generalizations.

2. The study suggests that individual spelling vocabularies are acquired from pursuit of various activities relating to specialized fields. The children acquired additions to their individual spelling vocabularies of uncommon words because they pursued learning activities relating to the special topics of the units and the subjects.^{1/}

Relationship of spelling ability and word meaning.--- In reading about spelling research we find that the trend now is to present new words in context which brings about the consideration of the relationship between spelling ability and knowledge of word meaning. This trend led to Peake's^{2/} investigation to discover:

"What is the relation between ability in spelling and ability in reading of pupils of grades four to eight as measured by scores on the Stanford Achievement Tests?"

The conclusion reached was: "There is a tendency for high scores in spelling to accompany high scores in word meaning. The relatively high positive correlation between test scores in spelling and reading in most of the grades examined is evidence that ability in these two subjects tends

¹Ibid., p. 110.

²Nellie Peake, "Relationship between Spelling Ability and Reading Ability," The Journal of Experimental Education (December, 1940), 9: 192.

words which they had never seen before and to
 attributed to one or both of two factors. First,
 that had learned these words in previous reading
 and other activities or they had learned them
 generally without being aware of spelling to spell a word.
 It is also noted that new words are likely to be spelled
 these generalizations.

2. The study suggests that individual spelling
 vocabularies are acquired from a number of various
 activities related to spelling. These include
 children and their teachers in their individual
 spelling vocabularies or common words. However,
 they pursued learning activities related to the
 spelling of the words and the subjects.

Relationship of spelling ability and word meaning --

Reading about spelling research we find that the trend was
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 construction of the relationship between spelling ability
 and knowledge of word meaning. This trend led to tests
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 The conclusion reached was: "There is a tendency for
 high scores in spelling to accompany high scores in word
 meaning. The relatively high positive correlation between
 test scores in spelling and reading is part of the general
 evidence that ability in these two subjects tends

to accompany each other."^{1/}

Hollingworth^{2/} reached a similar conclusion in her investigation. "Children will produce about sixty-six and two-thirds percent more of misspelling in writing words of the meaning of which they are ignorant or uncertain, than they will produce in writing words the meaning of which they know."

Hollingworth furthermore found a positive correlation between abilities in reading and spelling and also a positive correlation between the amount of reading done and ability to spell.

Spelling in relation to visual perception.-- In Gates'^{3/} study of visual perception he says: "Experimental psychology now conceives reading and spelling to be not single unitary processes but a number of activities highly integrated. Fluent reading or spelling is the result of a complex organization of delicate mechanisms that must work together in perfect coordination."

After careful study Gates arrived at the following conclusions.

1. Visual perception varies widely according to the kind

¹Ibid., p. 193.

²Leta Hollingworth, The Psychology of Special Disability in Spelling, Contributions to Education, No. 88 (New York: Teachers College, Columbia University, 1918), 105 pp.

³Arthur Gates, "A Study of the Role Visual Perception, Intelligence and Certain Associative Processes in Reading and Spelling," The Journal of Educational Psychology (October, 1926), 17: 433, 445.

to accompany each other. Hollingworth reached a similar conclusion in his investigation. Children with reading about sixty-six and two-thirds percent more of mispelling in writing words of the meaning of which they are ignorant or uncertain than they do in words of which they know the meaning or which they know. Hollingworth's research found a positive correlation between ability in reading and spelling and also a positive correlation between the amount of reading done and ability to spell.

Hollingworth in relation to visual perception,-- in his study of visual perception he says, "Experimental psychology has conclusively shown that spelling is not a purely motor process but a matter of association which is integrated. When reading or spelling is too rapid or too slow, the action of the brain mechanism that must work together in perception and motor action is not coordinated."

After careful study Gates arrived at the following conclusions.

1. Visual perception varies with it according to the kind

of material.

2. The speed of visual perception varies with the kind of material. Gates, "A Study of the Role of Visual Perception in Reading and Spelling," *Journal of Educational Psychology*, 1910, 1: 1-10. Gates, "The Psychology of Reading," *Journal of Educational Psychology*, 1910, 1: 11-20. Gates, "The Psychology of Spelling," *Journal of Educational Psychology*, 1910, 1: 21-30.

of items perceived and less widely according to the form of the perceptive response when the kind of items remain constant.

2. Ability to perceive word-forms is substantially associated with reading and spelling ability.

The results show that further investigations of the nature of word-perception and its relation to reading and spelling achievement are likely to be most revealing.

Ashbaugh^{1/} feels the influence of the perception of words in a reading situation upon the learning of spelling has not as yet been exactly determined. However, Ashbaugh suggests, "There seems to be some reason to believe that the frequency with which students have encountered a given word independent of the necessity of spelling or of conscious effort at learning to spell decreases the amount of effort necessarily expended when the word appears in a spelling lesson."

Gates'^{2/} study with deaf children reached the conclusion: "The deaf owe their remarkable spelling ability primarily to a peculiarly effective type of perceiving, and of reacting visually to words which does not seem to be true of normal children."

¹E. J. Ashbaugh, "An Unsolved Problem in Spelling," The Elementary English Review (January, 1934), 14: 17.

²Arthur Gates, "Methods and Theories of Learning to Spell Tested by Studies of Deaf Children," The Journal of Educational Psychology (May, 1926), 17: 299.

According to Acomb,^{1/}

During reading, the words may be perceived with sufficient characteristic detail to reinstate even partially the spelling of those words. That is, it is quite possible that when words are perceived in a certain favorable way during ordinary reading the bonds involved in spelling the word may be strengthened to some degree.

Acomb found a correlation of .83 between reading and spelling.

In Russell's^{2/} study the results indicated that,

The normal spellers are superior to retarded spellers in both speed and accuracy of reading, whether the reading is for general comprehension or to note details, as defined by Gates' tests. It seems that ability to read for detail, which included specific word recognition and further word analysis, is more closely related to spelling ability than is reading which gets only the main facts. If the pupils are poor in word recognition they are poor in getting details and may be poor in spelling.

The study further concluded, "The habit of attention to word parts, with guidance, may transfer from certain reading methods to spelling."^{3/}

However, Hartman^{4/} in his experiment with college students came to the conclusion that spelling ability is no more a

¹Allan Acomb, "A Study of the Psychological Factors in Reading and Spelling," Unpublished Master's Thesis (Boston: Boston University School of Education, 1936), p. 69.

²David H. Russell, Characteristics of Good and Poor Spellers, Contributions to Education, No. 727 (New York: Teachers College, Columbia University, 1937), p. 58.

³Ibid., p. 87.

⁴George W. Hartman, "The Relative Influence of Visual and Auditory Factors in Spelling Ability," The Journal of Educational Psychology (December, 1931), 22: 669.

function of general visual perception than it is of general auditory perception.

Formal versus informal method of teaching spelling.--

^{1/}
Almack and Staffebach state that,

Evidence favoring "incidental" teaching of spelling rests on comparisons of results obtained under poor direct teaching and good incidental teaching in connection with reading and composition. When incidental teaching is matched against good direct teaching, the results are uniformly favorable to the latter.

^{2/}
Millar's experiment in Madison, Wisconsin, attempted to see how spelling might be improved in grades three through seven. In making an analysis of the data Millar stated:

1. It is also apparent that most pupils had learned to spell a considerable body of words which had not been included in the basic spelling list.
2. It seemed safe to conclude that a good deal of learning in spelling takes place outside the regular spelling period.

^{3/}
Lee and Lee in describing the experiment carried on in Beloit, Wisconsin, made the following observation. "It has been repeatedly observed in giving pre-tests in spelling that there are some children who know how to spell practically all the words for their grade without having studied them. They

¹John Almack and E. H. Staffebach, "Method in Teaching Spelling," The Elementary School Journal (November, 1933), 34: 175.

²Janet Millar, "The Improvement of Spelling as a Tool in Written Expression," The National Elementary Principal, Twentieth Yearbook (July, 1941), 20: 496-502.

³Dorris M. Lee and J. Murray Lee, "The Spelling Load Is Too Heavy," The National Elementary Principal, Twentieth Yearbook (July, 1941), 20: 484-488.

have learned these words incidentally through their reading."

Thompson's^{1/} study investigated the question: "How effective is formal spelling instruction?"

A few of the pertinent outcomes were:

1. The present day spelling lists contain too many easy words.
2. The results cast doubt on the practicability of attempting to teach each word in the spelling list separately and specifically.
3. There is some evidence to support the view that spelling might well be left to incidental learning, this incidental learning to be supplemented in indicated cases by remedial treatment.^{2/}

This theory was applied in Fernald's^{3/} clinic where the informal method of teaching spelling was used. No special period was set aside for spelling. Fernald believes:

That the child who develops the habit of learning new words as he goes along will soon pick them up quickly no matter what method he uses in the beginning. Children who learn words in this "incidental" fashion make the best spellers. The main psychological argument in favor of this incidental teaching of spelling is the effect of interest on learning. The word holds the attention because (1) the child is interested in what he is writing, (2) he is not emotionally upset by anxiety or fear that he will misspell the word, (3) the interest is not deadened by the monotony of formal drill.^{4/}

¹Robert Thompson, "The Effectiveness of Modern Spelling Instruction," The Teachers College Record (December, 1930), 32: 284.

²Ibid., p. 286.

³Grace M. Fernald, Remedial Techniques in Basic School Subject (New York: McGraw-Hill Book Company, Inc., 1943), p. 197.

⁴Ibid., p. 198.

A rather recent investigation by Guiles^{1/} attempted to find a partial answer to:

"Which is more important in determining spelling accuracy, the learning that takes place in the 'spelling period' or the learning that takes place rather incidentally in connection with other experiences which the child has?"

The writer's plan was to compare spelling accuracy on a list of words which had been studied with that on a carefully equated parallel list of words which had not been studied during a special period set aside for spelling instruction. Both lists were to consist of words commonly used in the writing of children.

The words for the definite spelling period were words selected from Breed's spelling book, My Word Book. The parallel list of words were those which were in common usage in the writing of children as evidenced by Rinsland's comprehensive study of the writing vocabulary of children. The percentage of accuracy was calculated for each word.

Guiles sums up his findings as follows:

1. In each case the words which had been studied were spelled with a higher percentage of accuracy than those which had not.
2. However, this difference, in no case was greater

¹R. E. Guiles, "Effect of Formal Spelling on Spelling Accuracy," The Journal of Educational Research (December, 1943), 37: 284.

than 5 percent. Thus it is less than one-fifth the growth that took place over a two year period without formal instruction in spelling.

3. The assumption that growth in spelling accuracy can be attributed solely or in the main to formal spelling instruction is not born out by the evidence collected in this study.
4. We have shown that a special spelling period devoted to the study of a basic list of words has only a limited influence on spelling accuracy.¹

Conclusions.-- From this summary of research it is evident that incidental learning in spelling has been recognized by various educators.

However, the writers feel that only a tentative beginning has been made. It will take considerably more research to establish the amount of incidental learning which takes place, and to determine what subject matter contributes to this incidental learning.

In view of the fact that there seems to be a high correlation between reading and spelling, it will be the purpose of the present study to see if reading might not be one of the subjects that contributes to the incidental learning of spelling.

¹Ibid., p. 289.

CHAPTER II

CONSTRUCTION OF TEST

Purpose.-- The purpose of this study was to determine the amount of incidental learning of spelling through reading.

The experiment had a two-fold purpose:

- I. To see if there would be a higher per cent of correct spellings for those words encountered in reading as against those which had not been seen.
- II. The experiment also attempted to discover which of the following methods of presenting a reading lesson would produce the highest amount of incidental learning of spelling.
 1. Meaning of critical words explained in context.
 2. Critical words presented in a glossary.
 3. Critical words presented by word analysis.
 4. Critical words presented orally with meanings explained.

Selection of stories used.-- Feeling that it would be desirable to present typical stories which third grade pupils would encounter, it was decided to use third grade reading textbooks and library books to obtain the material for the experiment.

Eight stories were selected with six stories being chosen from third grade textbooks and two from library books. The stories used were ones the children had not previously read.

In selecting the stories it seemed important to include various interest levels such as nature, an historical incident, instructional material, and fictional stories.

The following are the books and stories used.

1. People and Places, Ernest Horn, Maude McBroom, and Ruth N. Bishop, Ginn and Company, 1940, "How to Train Your Dog," p. 42.
2. Stone's Silent Reading, Clarence R. Stone, Houghton Mifflin Company, 1925, "In a Minute," p. 57.
3. Child-Story Readers, Frank N. Freeman, Grace E. Storm, Eleanor M. Johnson, and W. C. French, Lyons and Carnahan, 1927, "How George the Tadpole Lost His Tail," p. 303.
4. Brownie of the Circus, Stories selected by Wilhelmina Harper, Junior Literary Guild, "The Little Boy with the Big Apples," p. 15.
5. The Fly-Aways and Other Seed Travelers, F. M. Fultz, Public School Publishing Company, "The Little Milkweed's Trip," p. 21.
6. The Children's Own Readers, Mary E. Pennell and Alice M. Cusack, Ginn and Company, 1929, "Androcles and the Lion," p. 41; "Two Queer Turtles," p. 92.
7. Our Wide, Wide World, Gerald S. Craig and Sarah E. Baldwin, Ginn and Company, 1932, "How Animals Are Protected Against Winter," p. 105.

The stories were shortened for the convenience of running the experiment. The original story and the one containing the synonym may be found in the Appendix.

Selection of spelling words used.-- Ten words were then selected from each story upon which the children would be tested for spelling ability. The words chosen were ones that were known to be harder than the third grade spelling words based on the present town's basic spelling list. There were 160 words in all upon which the children were tested. Of this group 117 of the words were listed in Gates'^{1/} A List of Spelling Difficulties in 3,876 Words, and the average grade placement varied from 3.8 to 8.6. There was one word at the 3.8 level and one at the 3.9 level. Fifteen words ranged from 4.0 to 4.9, thirty-four words ranged from 5.0 to 5.9, thirty-seven words ranged from 6.0 to 6.9, twenty words ranged from 7.0 to 7.9, and seven words ranged from 8.0 to 8.6.

It was kept in mind when picking the words to choose ones that could be replaced with synonyms. This was done as it was not wished to have the children meet any of the critical words until they met them in the stories. Thus to eliminate the need for pretesting, the ten words in the original story, called Story 1 and Story 2, were replaced by synonyms and became Story 1a and Story 2a. Two stories were used for each type of experiment to provide better reliability.

¹Arthur I. Gates, A List of Spelling Difficulties in 3,876 Words (New York: Bureau of Publications, Teachers College, Columbia University, 1937).

Although the children would meet only ten of the critical words by reading Story 1 and Story 2 or Story 1a and Story 2a, they would be tested on twenty words at the completion of the silent reading. It was hoped by this method to see if the children who read Story 1 and Story 2 would not spell their critical words with better accuracy than the critical words which appeared in Story 1a and Story 2a which they had not seen. The same theory was to apply with those who read Story 1a and Story 2a.

The following lists show the four classifications of the experiment and the critical words selected from the original story and the synonyms that were injected into the second story.

Important

minute

approved

pleased

obeying

decided

interesting

immediately

curious

straight

quitting

Unimportant

moment

replied

completed

complying

determined

entertaining

instantly

strange

directly

relating

Words Used in the Test

Experiment I--Meaning of Words Explained in ContextStory 1

companions

happiest

nuisance

annoy

manners

patient

punish

spoiled

provoked

important

Story 1a

comrades

contented

torment

bother

behavior

calm

discipline

ruined

irritated

necessary

Story 2

minute

answered

finished

obeying

decided

interesting

immediately

curious

straight

snatching

Story 2a

moment

replied

completed

complying

determined

entertaining

instantly

strange

directly

seizing

Words Used in the Text

Explanatory Words Explained in Context

Story 1	Story 2
comprehensive	comprehensive
republican	republican
advance	advance
entry	entry
common	common
patient	patient
goal	goal
applied	applied
gross	gross
important	important

Story 1	Story 2
moment	moment
replied	replied
completed	completed
completing	completing
determined	determined
entertaining	entertaining
instantly	instantly
strong	strong
directly	directly
relating	relating

Experiment II--GlossaryStory 1

wriggly

abundance

swayed

frolicking

admiration

amazed

habits

disappearing

suddenly

glorious

Story 1a

squirring

quantities

wavered

romping

marvelled

bewildered

customs

vanishing

quickly

splendid

Story 2

question

provide

plenty

severe

tunnels

protest

plainly

extra

molting

escape

Story 2a

problem

furnish

enough

rigorous

burrows

guard

clearly

spare

shedding

flee

Experiment II - Vocabulary

<u>Story I</u>	<u>Story II</u>
abundance	quantities
amazed	amazed
criticism	criticism
attraction	attraction
amazed	amazed
habits	habits
disappearing	vanishing
anomaly	anomaly
glorious	glorious

<u>Story I</u>	<u>Story II</u>
question	problem
provide	provide
plenty	plenty
averse	averse
tunnels	tunnels
protest	protest
plainly	plainly
extra	extra
rolling	rolling
escape	escape

Experiment III--Word AnalysisStory 1

fond

delight

chuckled

carefully

lingered

countryside

famous

admired

beautiful

celebration

Story 1a

enjoyed

pleasure

giggled

neatly

hesitated

district

popular

valued

wonderful

feast

Story 2

beyond

allow

travels

settled

scampered

tease

surprise

tightly

sprouted

extended

Story 2a

outside

permit

journey

clung

hurried

disturb

astonishment

firmly

sprang

stretched

Experiment III--Word Analysis

<u>Story 1</u>	<u>Story 2</u>
long	enjoyed
bell	pleasure
cheerful	pleased
carefully	mostly
finger	neatly
comparative	distinct
finger	positive
advised	valued
handful	wonderful
celebration	fun

<u>Story 3</u>	<u>Story 4</u>
day and	enjoyed
allow	pleasure
travels	pleased
settled	mostly
agitated	neatly
pass	distinct
enjoyed	positive
travels	valued
extended	wonderful
	fun

Experiment IV--Words Presented Orally with Meanings ExplainedStory 1

cruel

figure

roar

moaned

gently

captured

bounded

terrible

mighty

familiar

Story 1a

brutal

scheme

howl

groaned

tenderly

grabbed

leaped

dreadful

powerful

devoted

Story 2

friendly

trouble

swiftly

silently

prepared

terror

frightened

hurriedly

stared

screamed

Story 2a

loyal

danger

rapidly

quietly

arranged

panic

alarmed

hastily

gazed

shrieked

CHAPTER III

CONDUCT OF THE EXPERIMENT

Purpose.-- The aim of this experiment was to find the amount of incidental learning of spelling through reading.

The study endeavored to present two findings:

- I. Do children spell words with a higher per cent of accuracy when they have encountered them in reading than when they have not seen them?
- II. Which of the following methods of presenting words in a reading lesson will produce the greatest incidental learning of spelling?
 1. Meaning of critical words explained in the context.
 2. Critical words presented in a glossary.
 3. Critical words presented by word analysis.
 4. Critical words presented orally with the meanings explained.

Population.-- The following experiment was conducted in four third grades in Arlington, Massachusetts, with a total of 104 children.

The rooms for statistical treatment were designated as Rooms A, B, C, and D. Rooms A, B, and C were composed of

CO. B. & CO.

THE COMPANY

INCORPORATED

of the State of New York

for the purpose of

the purchase of

the property of

the said property

of the said property

of the said property

of the said property

of the said property

Text

of the said property

of the said property

of the said property

THE COMPANY

Text

of the said property

of the said property

of the said property

of the said property

of the said property

heterogeneous groups while Room D had a homogeneous grouping of all "A" children.

Preliminary testing.-- As the experiment wished to discover the incidental learning of spelling through reading it was felt necessary first to obtain a standardized reading and spelling score before the testing began.

Thus the Durrell-Sullivan Reading Achievement Test was given, which is published by the World Book Company, 1937. The Intermediate Test: Form A for Grades 3 to 6 was used.

The spelling test given was the Stanford Achievement Test, Form D, published by the World Book Company, 1940.

These tests may be found in the Appendix.

Reading and spelling score distribution.-- The following data is presented to show the reading score compared with the spelling score for each child in each room.

Figure I, page 30, shows the reading and spelling score for Room A. Figure II, page 30, shows the reading and spelling score for Room B. Figure III, page 31, shows the reading and spelling score for Room C. Figure IV, page 31, shows the reading and spelling score for Room D.

In Room A the range for the reading score was from 5.7 to 2.7 with the spelling range from 4.8 to 2.6. The mean reading score was 4.1 whereas the mean spelling score was 3.6.

In Room B the range for the reading score was from 5.8 to 2.5 with the spelling range 4.7 to 1.9. The mean reading

Psychomotor group while Room 2 had a more general grouping of all "A" children.

Pretest Battery -- as the experiment aimed to discover the incidental learning of spelling through reading it was felt necessary first to obtain a standardized reading and spelling score before the testing period. Then the Thorndike-Luxton Reading Achievement Test was given, which is published by the Thorndike Company, 1937. The Intermediate Test, Form A for Grades 3 to 5 was used. The spelling test given was the Thorndike and Woodworth Test, Form 1, published by the World Book Company, 1930.

These tests may be found in the appendix.

Reading and Spelling Achievement -- The following data is presented to show the reading score compared with the spelling score for each child in each room.

Figure 1, page 30, shows the reading and spelling scores for Room A. Figure 11, page 36, shows the reading and spelling scores for Room B. Figure 111, page 41, shows the reading and spelling scores for Room C. Figure 1111, page 47, shows the reading and spelling scores for Room D.

In Room A the range for the reading score was from 2.7 to 3.7 with the spelling range from 1.8 to 2.8. The mean reading score was 3.1 whereas the mean spelling score was 2.3. In Room B the range for the reading score was from 2.5 to 3.5 with the spelling range 1.7 to 2.7. The mean reading

Reading and Spelling Score Distribution

Room A		
No. of Pupil	Reading Grade Score	Spelling Grade Score
1	5.7	4.3
2	5.6	4.1
3	5.1	4.2
4	5.0	3.8
5	4.7	4.0
6	4.6	4.5
7	4.6	3.2
8	4.6	4.8
9	4.6	4.3
10	4.3	3.7
11	4.2	3.9
12	4.2	3.6
13	4.1	3.1
14	4.0	3.1
15	3.9	3.2
16	3.7	4.1
17	3.6	3.4
18	3.6	3.1
19	3.5	2.9
20	3.5	3.5
21	3.4	3.7
22	3.2	3.0
23	2.9	2.6
24	2.8	2.8
25	2.7	3.1
Mean	4.1	3.6

Figure I

Room B		
No. of Pupil	Reading Grade Score	Spelling Grade Score
1	5.8	3.9
2	5.4	4.4
3	5.1	4.5
4	4.9	4.0
5	4.7	4.4
6	4.6	3.8
7	4.5	3.8
8	4.5	4.2
9	4.4	4.0
10	4.3	4.7
11	4.2	3.0
12	4.1	3.2
13	4.0	2.6
14	3.9	2.9
15	3.8	3.0
16	3.7	4.6
17	3.4	2.9
18	3.4	2.8
19	3.2	2.4
20	3.0	2.0
21	2.9	2.0
22	2.8	1.9
23	2.7	2.0
24	2.7	2.5
25	2.5	2.5
Mean	4.0	3.3

Figure II

Heading and Spelling Name Identification

Room A			Room B		
No. of List	Heading Grade Score	Spelling Grade Score	No. of List	Heading Grade Score	Spelling Grade Score
1	8.7	8.5	1	8.8	8.7
2	8.6	8.1	2	8.4	8.4
3	8.1	8.2	3	8.1	8.3
4	8.0	8.3	4	8.3	8.0
5	8.7	8.0	5	8.7	8.4
6	8.4	8.4	6	8.3	8.3
7	8.3	8.3	7	8.3	8.3
8	8.3	8.3	8	8.3	8.2
9	8.3	8.3	9	8.4	8.0
10	8.7	8.7	10	8.3	8.7
11	8.3	8.3	11	8.3	8.3
12	8.3	8.1	12	8.1	8.3
13	8.1	8.1	13	8.3	8.3
14	8.0	8.1	14	8.3	8.3
15	8.3	8.3	15	8.3	8.0
16	8.7	8.4	16	8.7	8.3
17	8.3	8.4	17	8.3	8.3
18	8.3	8.1	18	8.4	8.3
19	8.3	8.3	19	8.3	8.4
20	8.3	8.3	20	8.0	8.3
21	8.3	8.7	21	8.3	8.0
22	8.3	8.0	22	8.3	8.3
23	8.3	8.3	23	8.7	8.3
24	8.3	8.3	24	8.7	8.3
25	8.7	8.1	25	8.3	8.3
Mean	8.1	8.3	Mean	8.0	8.3

Figure 1

Figure 2

Reading and Spelling Score Distribution

Room C		
No. of Pupil	Reading Grade Score	Spelling Grade Score
1	6.0	4.5
2	5.3	4.6
3	5.1	3.3
4	5.0	3.1
5	4.8	3.2
6	4.6	4.5
7	4.6	4.0
8	4.4	3.4
9	4.3	3.8
10	4.3	4.1
11	4.0	4.1
12	3.8	3.0
13	3.6	3.3
14	3.5	2.1
15	3.5	2.4
16	3.4	3.1
17	3.4	3.2
18	3.3	2.0
19	3.1	3.5
20	3.1	2.4
21	3.1	3.0
22	2.9	2.1
23	2.9	2.4
24	2.9	3.0
25	2.9	1.6
26	2.7	2.6
Mean	3.9	3.2

Figure III

Room D		
No. of Pupil	Reading Grade Score	Spelling Grade Score
1	7.0	4.8
2	7.0	4.8
3	6.7	4.0
4	6.5	4.1
5	6.2	4.9
6	6.1	4.6
7	6.0	4.6
8	6.0	4.8
9	5.5	4.6
10	5.5	5.0
11	5.1	4.7
12	5.1	3.8
13	5.1	3.1
14	5.0	4.8
15	5.0	4.7
16	5.0	3.1
17	4.9	4.4
18	4.6	3.8
19	4.6	4.1
20	4.5	3.3
21	4.5	3.4
22	4.5	4.4
23	4.5	4.6
24	4.4	4.2
25	4.3	4.2
26	4.2	4.0
27	4.2	3.5
28	3.8	4.0
Mean	5.2	4.4

Figure IV

score was 4.0 whereas the mean spelling score was 3.3.

In Room C the range for the reading score was from 6.0 to 2.7 with the spelling range 4.6 to 1.6. The mean reading score was 3.9 whereas the mean spelling score was 3.2.

In Room D the range for the reading score was from 7.0 to 3.8 with the spelling range from 5.0 to 3.1. The mean reading score was 5.2 whereas the mean spelling score was 4.4.

Time of testing.-- The experiment began February 3, 1947 and went on for a period of eight days with a day skipped between each test.

Test procedure.-- The plan was to have the children read a story silently and then immediately following the reading the children were tested on the twenty critical words. Ten of the words had been met in the story and ten had not been seen.

When the critical words were presented with meaning in context or through a glossary the stories were rotated up and down the rows using first the original, Story 1 or Story 2, and then Story 1a or Story 2a containing the synonyms. However, when the critical words were presented orally, as in word analysis and meanings explained, then only Story 1 or Story 2 or the synonym stories, Story 1a or Story 2a, were presented in each room.

Below is the schedule used for the testing:

score was 4.0 whereas the mean spelling score was 3.5.

In Group 2 the range for the reading score was from 3.0

to 5.0 with the spelling score 4.0 to 5.0. The mean reading

score was 3.5 whereas the mean spelling score was 3.5.

In Group 3 the range for the reading score was from 3.0

to 5.0 with the spelling score from 3.0 to 5.0. The mean

reading score was 4.0 whereas the mean spelling score was 4.0.

Time of testing. -- The experiment began February 2, 1947

and went on for a period of eight days with a day's

between each test.

Test procedure. -- The plan was to have the children read

a story silently and then immediately following the reading

the children were tested on the twenty critical words. The

of the words had been met in the story and had not been

seen.

When the critical words were presented with meaning in

context or through a synonym the stories were related up

and down the room using first the original, Story 1 or

Story 2, and then Story 3 or Story 2, depending on the response.

However, when the critical words were presented orally, as

in word analysis and meanings explained, then only Story 1

or Story 2 or the synonym stories, Story 3 or Story 2, were

presented in each room.

Below is the schedule used for the testing.

	Room A	Room B	Room C	Room D
First Day	Meaning in Context Rotate story 1 & 1a Test on 20 words	Same	Same	Same
Second "	Meaning in Context Rotate story 2 & 2a Test on 20 words	Same	Same	Same
Third "	Glossary Rotate story 1 & 1a Test on 20 words	Same	Same	Same
Fourth "	Glossary Rotate story 2 & 2a Test on 20 words	Same	Same	Same
Fifth "	Word Analysis Story 1 Test on 20 words	Story 1a	Story 1	Story 1a
Sixth "	Word Analysis Story 2a Test on 20 words	Story 2	Story 2a	Story 2
Seventh "	Oral Presentation Meaning Explained Story 1 Test on 20 words	Story 1a	Story 1	Story 1a
Eighth "	Oral Presentation Meaning Explained Story 2a Test on 20 words	Story 2	Story 2a	Story 2

All rooms received the same set of instructions so as to keep the testing procedure as standardized as possible.

The following plan was used in presenting the stories for each method of presentation.

1. Meaning in Context

The critical words were not referred to at all in the presentation of the story. The children were

Room 7	Room 6	Room 5	Room 4	Room 3	Room 2	Room 1
Three day before story 1 in same	Three day before story 1 in same	Three day before story 1 in same	Three day before story 1 in same	Three day before story 1 in same	Three day before story 1 in same	Three day before story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Second " Story 1 in same	Second " Story 1 in same	Second " Story 1 in same	Second " Story 1 in same	Second " Story 1 in same	Second " Story 1 in same	Second " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Third " Story 1 in same	Third " Story 1 in same	Third " Story 1 in same	Third " Story 1 in same	Third " Story 1 in same	Third " Story 1 in same	Third " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Fourth " Story 1 in same	Fourth " Story 1 in same	Fourth " Story 1 in same	Fourth " Story 1 in same	Fourth " Story 1 in same	Fourth " Story 1 in same	Fourth " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Fifth " Story 1 in same	Fifth " Story 1 in same	Fifth " Story 1 in same	Fifth " Story 1 in same	Fifth " Story 1 in same	Fifth " Story 1 in same	Fifth " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Sixth " Story 1 in same	Sixth " Story 1 in same	Sixth " Story 1 in same	Sixth " Story 1 in same	Sixth " Story 1 in same	Sixth " Story 1 in same	Sixth " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Seventh " Story 1 in same	Seventh " Story 1 in same	Seventh " Story 1 in same	Seventh " Story 1 in same	Seventh " Story 1 in same	Seventh " Story 1 in same	Seventh " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context
Eighth " Story 1 in same	Eighth " Story 1 in same	Eighth " Story 1 in same	Eighth " Story 1 in same	Eighth " Story 1 in same	Eighth " Story 1 in same	Eighth " Story 1 in same
Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words	Test on 20 words
Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context	Meaning in context

All rooms received the same set of instructions as to keep the testing procedure as standardized as possible. The following plan was used in presenting the stories for each method of presentation.

1. Meaning in context

The children were not returned to all in the presentation of the story. The children were

simply told to read the story silently after a short period of motivation had been established.

2. Glossary

In this method the critical words were not mentioned but the direction was given, "If you find any words in the story you do not understand look at the glossary at the top of the page to find the meaning."

3. Word Analysis

At this time each critical word was placed on the board and an oral analysis was carried on with class participation.

4. Oral Presentation with Meanings Explained

The critical words in this case were written on the board and pronounced and the meanings were explained orally to the class.

Immediately following the silent reading the children were tested on the twenty critical words that had been selected for each story. The papers were scored on the basis of the number of words spelled correctly for seen words, and the number spelled correctly for unseen words, for each method of presentation.

A sample follows of the type of instructions that were given to go with each story. The instructions for all the stories will be found in the Appendix.

simply told to read the story silently after a short period of motivation had been established.

2. Vocabulary

In this section the critical words were not mentioned but the direction was given, "if you find any words in the story you do not understand look at the glossary at the top of the page to find the meaning."

3. Word Analysis

At this time each critical word was placed on the board and an oral analysis was derived on with class participation.

4. Oral Presentation with Language Explained

The critical words in this case were written on the board and pronounced and the meanings were explained orally to the class.

Immediately following the silent reading the children were tested on the twenty critical words that had been selected for each story. The papers were scored on the basis of the number of words spelled correctly for each word, and the number spelled correctly for unknown words, for each word of presentation.

A graphic notation of the type of instructions that were given to go with each story. The instructions for all the stories will be found in the appendix.

Room A

First Day--Meaning in Context

Story to be read silently and children are then to be tested on 20 words.

Use Following Instructions Only

1. Give out stories rotating Story 1 and then Story 1a.
2. Have children write name and date on line provided.
3. Ask how many children have dogs or hope to have one

some day.

Wait for response

Then explain that this story tells you how to train your dog so that it will be a good dog that people will like to have around.

4. Instruct children to read story carefully so they will know just how to train their dog.

5. When story has been completed have children turn paper over and number 1-20.

6. Explain to children that you are going to dictate some words that you want them to spell. Explain that some of them may seem hard but they are to try and do the best they can.

7. Dictate words and collect papers.

Pronounce--use in sentence--pronounce

8. Spend a minute or two discussing how to train a dog.

Room A

First Day--Reading in context

story to be read silently and children are then to be

based on 20 words.

The following instructions only

1. Give out stories relating story 1 and then story 2.

2. Have children write name and date on line provided.

3. Ask how many children have dogs or hope to have one

some day.

Wait for response

Then explain that this story tells you how to train

your dog so that it will be a good dog that people

will like to have around.

4. Instruct children to read story carefully so they

will know just how to train their dog.

5. When story has been completed have children turn

paper over and number 1-20.

6. Explain to children that you are going to dictate

some words that you want them to spell. Explain

that some of them may seem hard but they are to try

and do the best they can.

7. Dictate words and collect papers.

8. Spend a minute or two discussing how to train a dog.

Spelling Words

Pronounce--Use in sentence--Pronounce

companions--Dogs make good companions.

necessary --It is necessary for your dog to mind.

happiest --A dog is happiest when people love him.

irritated --The dog irritated his master when he barked.

nuisance --Some dogs make a nuisance of themselves running
through gardens.

ruined --A dog may be ruined by having a poor master.

annoy --Dogs often annoy people with their barking.

discipline--When your dog is bad you have to discipline him.

manners --A dog should be taught good manners.

calm --Be very calm when training your dog.

important --It is important that your dog know the right
thing to do.

behavior --We like a dog to have good behavior.

provoked --Don't hit your dog because you are provoked with
him.

bother --People do not like dogs to bother them.

spoiled --Dogs may be spoiled if they have poor masters.

torment --Dogs may torment their masters with the naughty
things they do.

punish --You need to punish your dog when he is bad.

contented --A well trained dog is happy and contented.

Spelling words

Attention--You in sentence--Attention

conscience--must have good intentions

necessary--it is necessary for you to study

believe--a dog is believed when people love him

believed--the dog believed his master when he barked

believe--John does make a mistake of himself when running

Spelling words

believe--A dog may be misled by having a good master

believe--John does make a mistake when he barked

believe--John does make a mistake when he barked

believe--a dog never is wrong, good intentions

believe--a dog never is wrong, good intentions

believe--it is important that you know the right

What to do

believe--the dog is to have good behavior

believe--John's dog makes you are pleased with

What

believe--John's dog makes you are pleased with

believe--John's dog makes you are pleased with

believe--John's dog makes you are pleased with

Things they do

believe--John's dog makes you are pleased with

believe--John's dog makes you are pleased with

patient --You must be patient and give your dog time to learn.

comrades --Dogs make very good comrades.

patient -- You must be patient and give your dog time to

learn.

dog's behavior -- Dogs learn very good behaviors.

CHAPTER IV

ANALYSIS OF THE DATA

The aim of this study was to discover the possibility of the incidental learning of spelling through reading.

The data were analyzed to determine:

- I. The percentage of correct spelling for words encountered in reading in comparison with those words that were unseen.
- II. Which method of presenting the vocabulary in a reading lesson will produce the greatest amount of incidental learning of spelling?
 1. Meaning of critical words explained in context.
 2. Critical words presented in a glossary form.
 3. Critical words presented by word analysis.
 4. Critical words presented orally with the meanings explained.
- III. A comparison of the power of the various methods in obtaining transfer to spelling.
- IV. A comparison of the findings in the individual rooms participating in the experiment.

CHAPTER II
ANALYSIS OF THE DATA

The aim of this study was to discover the possibility
of the incidental learning of spelling through reading.

The data were analyzed to determine:

1. The percentage of correct spelling for words encountered in reading in comparison with those words that were unknown.

- II. Which method of presenting the vocabulary in a reading lesson will produce the greatest amount of incidental learning of spelling.

1. Learning of spelling words explained in context.
2. Spelling words presented in a glossary form.
3. Spelling words presented by word analysis.
4. Spelling words presented orally with the meaning explained.

- III. A comparison of the power of the various methods in obtaining transfer to spelling.

- IV. A comparison of the findings in the individual rooms participating in the experiment.

Table I. Percentage of Total Correct Spellings for Seen and Unseen Words (For All Experiments Combined).

Method	Number of Words	% Correct	S.E. %	Diff. %	S.E. Diff.	C.R.
Seen	8,320	27.35	.5	12.23	.6	20.383
Unseen	8,320	15.12	.4			

Table I shows the percentage of total correct spellings for seen and unseen words.

The per cent of correct spelling for 8,320 words seen was 27.35 as compared to 15.12 per cent for 8,320 words unseen. This showed a difference of 12.23 in favor of seen words.

The standard error of per cent for seen words was .5 compared with .4 for unseen words making a standard error of difference of .6.

The critical ratio of 20.383 was statistically significant.

Table II. Percentage of Correct Spellings for Meaning in Context.

Method	Number of Words	% Correct	S.E. %	Diff. %	S.E. Diff.	C.R.
Seen	2,080	13.54	.8	4.84	1.0	4,840
Unseen	2,080	8.70	.6			

Table I. Percentages of Total Correct Spellings for Seen and Unseen Words (See All Experimenters Combined)

Method of Words	Number of Words	% Correct	% Diff. (S.E. Diff.)	S.E.
Seen	5,500	10.00	10.00	10.00
Unseen	5,500	10.10	10.10	10.10

Table I shows the percentages of total correct spellings

for seen and unseen words.

The per cent of correct spelling for 5,500 words seen was 10.00 as compared to 10.10 per cent for 5,500 words not seen. This shows a difference of 0.10 in favor of seen words.

The standard error of per cent for seen words was 0.01 compared with 0.01 for unseen words making a standard error of difference of 0.01.

The critical ratio of 20.00 was significantly different

from

Table II. Percentages of Correct Spellings for Learning in Context

Method of Words	Number of Words	% Correct	% Diff. (S.E. Diff.)	S.E.
Seen	5,500	10.00	10.00	10.00
Unseen	5,500	10.10	10.10	10.10

Table II shows the percentage of correct spellings for words tested for meaning in context.

The per cent of correct spelling for 2,080 words seen was 13.54 as compared to 8.70 per cent for 2,080 words unseen. This showed a difference of 4.84 in favor of seen words.

The standard error of per cent for seen words was .8 compared with .6 for unseen words making a standard error of difference of 1.0.

This difference resulted in a critical ratio of 4.840 which was statistically significant.

Table III. Percentage of Correct Spellings for Glossary.

Method	Number of Words	% Correct	S.E. %	Diff. %	S.E. Diff.	C.R.
Seen	2,080	19.71	.9	6.81	1.1	6.190
Unseen	2,080	12.90	.7			

Table III shows the percentage of correct spellings for words presented in a glossary form.

The per cent of correct spelling for 2,080 words seen was 19.71 as compared to 12.90 per cent for 2,080 words unseen. This showed a difference of 6.81 in favor of seen words.

The standard error of per cent for seen words was .9 compared to .7 for unseen words making a standard error of

Table II shows the percentage of correct spellings for words tested for meaning in context.

The per cent of correct spelling for 2,000 words was 12.64 as compared to 8.70 per cent for 2,000 words seen. This showed a difference of 3.94 in favor of seen words.

The standard error of per cent for seen words was .5 assigned with a for unseen words making a standard error of difference of 1.0.

This difference resulted in a critical ratio of 3.94 which was statistically significant.

Table III. Percentage of Correct Spellings for Glossary.

Method	Number of Words	% Correct	S.E. of Diff.	S.E. Diff. C.A.
Seen	2,000	12.64	1.0	2.190
Unseen	2,000	8.70	1.0	

Table III shows the percentage of correct spellings for words presented in a glossary form.

The per cent of correct spelling for 2,000 words seen was 12.64 as compared to 8.70 per cent for 2,000 words unseen. This showed a difference of 3.94 in favor of seen words.

The standard error of per cent for seen words was .5 assigned with a for unseen words making a standard error of difference of 1.0.

difference of 1.1.

The critical ratio of 6.190 was statistically significant.

Table IV. Percentage of Correct Spellings for Oral Presentation with Meaning Explained.

Method	Number of Words	% Correct	S.E. %	Diff. %	S.E. Diff.	C.R.
Seen	2,080	35.40	1.1	14.63	1.4	10.450
Unseen	2,080	20.77	.9			

Table IV shows the percentage of correct spellings for oral presentation of critical words with meaning explained.

The per cent of correct spelling for 2,080 words seen was 35.40 as compared to 20.77 per cent for 2,080 words unseen. This showed a difference of 14.63 in favor of seen words.

The standard error of per cent for seen words was 1.1 compared to .9 for unseen words making a standard error of difference of 1.4.

The critical ratio of 10.450 showed that this difference was statistically significant.

difference of 1.1.

The critical ratio of 2.130 was statistically significant.

cent.

Table IV. Percentage of correct spellings for oral presentation of critical words with meaning registered.

Number of words	Correct	Diff. %	Diff. %	Diff. %	Diff. %
Seen	8.030	30.40	1.1	14.63	1.1
Unseen	8.030	30.77	.8		

Table IV shows the percentage of correct spellings for oral presentation of critical words with meaning registered. The per cent of correct spelling for 8,030 words seen was 30.40 as compared to 30.77 per cent for 8,030 words unseen. This showed a difference of 14.63 in favor of seen words.

The standard error of per cent for seen words was 1.1 compared to .8 for unseen words making a standard error of difference of 1.1.

The critical ratio of 2.130 showed that this difference was statistically significant.

Table V. Percentage of Correct Spellings for Word Analysis.

Method	Number of Words	% Correct	S.E. %	Diff. %	S.E. Diff.	C.R.
Seen	2,080	40.82	1.1	22.65	1.4	16.175
Unseen	2,080	18.17	.9			

Table V shows the percentage of correct spellings when critical words were presented by word analysis.

The per cent of correct spelling for 2,080 words seen was 40.82 as compared to 18.17 per cent for 2,080 words unseen. This showed a difference of 22.65 in favor of seen words.

The standard error of per cent for seen words was 1.1 compared to .9 for unseen words making a standard error of difference of 1.4.

The critical ratio of 16.175 was statistically significant.

In tabulating the results of the tests it was observed that the four methods of presenting the vocabulary in a reading lesson showed decided differences in their final outcomes. The following tables, Table VI A, Table VII B, and Table VIII C show a comparison of the power of the various methods in obtaining transfer to spelling for words seen as against those unseen.

Table V. Percentages of correct spelling for word analysis.

Method of words	Percent correct	Percent correct	Percent correct	Percent correct
Mean	80.00	40.00	1.1	10.10
Median	80.00	1.1	1.1	10.10

Table V shows the percentages of correct spelling when

critical words were presented by word analysis. The per cent of correct spelling for 8,000 words was 80.00 as compared to 1.1 per cent for 2,000 words. This showed a difference of 78.90 in favor of each word.

The standard error of per cent for each word was 1.1 compared to 1.1 for words having a standard error of difference of 1.4.

The critical ratio of 10.10 was statistically significant.

In addition the results of the tests it was observed that the four subjects of presenting the vocabulary in a random fashion showed decided differences in their final scores. The following tables, Table VI, Table VII A, and Table VIII show a comparison of the power of the various methods in effecting transfer to spelling for words when as against those masses.

Table VI A. Meaning in Context vs Glossary.

Method	Mean Gain	S.E. M.	Diff. Gain	S.E. Gain	C.R.
Context	4.84	.4	1.97	.6	3.283
Glossary	6.81	.5			

Table VI A shows a comparison of the power of meaning in context vs the glossary method in obtaining transfer to spelling.

The mean gain for meaning in context was 4.84 per cent compared to 6.81 for glossary. This showed a difference in gain of 1.97 in favor of the glossary method.

The standard error of the mean for context was .4 compared to .5 for glossary making a standard error of gain of .6.

The critical ratio of 3.283 was statistically significant.

Table VII B. Glossary vs Oral Presentation with Meaning Explained.

Method	Mean Gain	S.E. M.	Diff. Gain	S.E. Gain	C.R.
Glossary	6.81	.5	7.82	.9	8.688
Oral P.	14.63	.8			

Table VI A. Learning in Contact vs. Glossary.

Method	Mean Gain	S.E. M.	Diff. Gain	S.E. Gain
Contact	4.82	1.97	1.97	1.97
Glossary	4.81	1.97		

Table V shows a comparison of the power of learning in contact vs. the glossary method in obtaining transfer to spelling.

The mean gain for learning in contact was 4.82 per cent compared to 4.81 for glossary. This showed a difference in gain of 1.97 in favor of the glossary method.

The standard error of the mean for contact was 1.97 and for glossary was 1.97. The difference between the two methods was 1.97.

The critical ratio of 3.92 was statistically significant.

Table VII B. Glossary vs. Oral Presentation with Learning.

Method	Mean Gain	S.E. M.	Diff. Gain	S.E. Gain
Glossary	4.81	1.97	1.97	1.97
Oral P.	4.82	1.97		

Table VII B shows a comparison of the power of the glossary vs the oral presentation method with meaning explained in obtaining transfer to spelling.

The mean gain for glossary was 6.81 compared to 14.63 for oral presentation. This showed a difference in gain of 7.82 in favor of the oral presentation method.

The standard error of the mean for glossary was .5 compared to .8 for oral presentation making a standard error of gain of .9.

These differences made a critical ratio of 8.688 which was statistically significant.

Table VIII C. Oral Presentation with Meaning Explained vs Word Analysis.

Method	Mean Gain	S.E. M.	Diff. Gain	S.E. Gain	C.R.
Oral P.	14.63	.8	8.02	1.2	6.683
Word A.	22.65	.9			

Table VIII C shows a comparison of the power of oral presentation with meaning explained vs word analysis method in obtaining transfer to spelling.

The mean gain for oral presentation was 14.63 compared to 22.65 for word analysis. This showed a difference in gain of 8.02 in favor of the word analysis method.

The standard error of the mean for oral presentation

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was .8 compared to .9 for word analysis making a standard error of gain of 1.2.

The critical ratio of 6.683 was statistically significant.

While analyzing the findings for each method of vocabulary presentation, it was noticed that the four rooms showed a fair degree of constancy in their placements.

The following four tables are presented to show this constancy as it was felt that the results helped to strengthen the reliability of the test.

Table IX. Percentage of Correct Spellings by Rooms for Meaning in Context.

Position	Rooms	Seen	Unseen	Diff. %	S.E. Diff.	C.R.
Lowest	B	7.00	5.20	1.80	1.4	1.285
Third	C	8.65	5.60	3.05	1.5	2.500
Second	A	14.41	9.00	5.41	2.0	2.700
Highest	D	23.50	14.45	9.05	2.3	3.934

Table IX and X show an analysis of the successes for each individual room, as determined by the per cent of correct spellings.

These tables furthermore show that in the first two methods of vocabulary presentation, meaning in context and

was 5 compared to 3 for word analysis making a standard

error of rate of 1.3.

The critical ratio of 0.503 was statistically significant.

and

While analyzing the findings for each method of vocabulary

presentation, it was noticed that the four tasks showed

a fair degree of consistency in their placements.

The following four tables are presented to show this

consistency as it was felt that the results helped to strengthen

the reliability of the test.

Table 12. Percentage of Correct Spellings by Method for
Meaning in Context

Location	Mean	Mean	Mean	Mean	Mean
Lowest	7.00	6.50	1.50	1.5	1.500
Third	8.00	7.50	2.00	1.5	2.500
Second	14.51	12.00	5.51	2.0	3.500
Highest	28.50	17.50	9.00	2.0	3.500

Table 12 and 13 are an analysis of the responses for

each individual task, as determined by the per cent of cor-

rect spellings.

These tables furthermore show that in the first two

methods of vocabulary presentation, meaning in context and

Table X. Percentage of Correct Spellings by Rooms for Glossary.

Position	Rooms	Seen	Unseen	Diff. %	S.E. Diff.	C.R.
Lowest	B	8.00	5.20	2.80	1.8	1.555
Third	C	17.70	9.80	7.90	2.1	3.761
Second	A	19.80	14.60	5.20	2.4	2.166
Highest	D	31.95	21.00	10.95	2.6	4.211

the glossary method, each room retained its same relative position with regard to percentage outcomes for seen and unseen words.

Room B was always the lowest with a difference of 1.80 and 2.80 in per cents, which resulted in two unstatistically significant ratios of 1.285 and 1.555.

Room C retained third position both times showing differences of 3.05 and 7.90. These differences resulted in one critical ratio of 2.500 which was not statistically significant, and one of 3.761, which was statistically significant.

Room A retained second position in both instances. The difference in per cent for meaning in context was 5.41, resulting in a critical ratio of 2.700, which was statistically significant. However, for the glossary method the difference in per cent was 5.20 resulting in a critical ratio of 2.166, which was not statistically significant.

Table 1. Percentages of correct spelling by age for
children.

Position	Room	Mean	Median	1st	2nd	3rd
First	B	8.00	8.00	8.00	1.8	1.88
Second	C	17.70	9.00	7.30	3.1	3.70
Third	A	15.00	10.00	5.00	2.4	3.10
Fourth	D	21.70	11.00	10.00	2.6	4.21

The frequency method, used for testing the same relative position with regard to percentage outcomes for each and each word.

Room B was always the lowest with a difference of 1.80 and 8.00 in per cent, which resulted in two statistically significant ratios of 1.88 and 1.88.

Room C retained three positions from lines showing differences of 5.00 and 7.30. These differences resulted in one critical ratio of 2.90 which was not statistically significant, and one of 2.70, which was statistically significant.

Room A retained second position in both instances. The difference in per cent for meaning in context was 0.41, resulting in a critical ratio of 2.70, which was statistically significant. However, for the frequency method the difference in per cent was 1.10 resulting in a critical ratio of 1.80, which was not statistically significant.

Room D held the highest position for meaning in context and the glossary method. It can be seen that there are critical ratios of 3.934 and 4.211 which show the differences in per cents of 9.05 and 10.95 were statistically significant.

Table XI. Percentage of Correct Spellings by Rooms for Oral Presentation with Meaning Explained.

Position	Rooms	Seen	Unseen	Diff. %	S.E. Diff.	C.R.
Lowest	B	14.40	8.40	6.00	2.0	3.000
Third	A	31.20	18.40	12.80	2.7	4.740
Second	C	35.60	21.90	13.70	2.7	5.074
Highest	D	57.70	32.85	24.85	2.9	8.568

Table XI shows the per cent of correct spellings for the oral presentation of vocabulary for each room. It was found that Room B once again was the lowest with a difference of 6.00 per cent between seen and unseen words. There was a critical ratio of 3.000 which was statistically significant.

Room D still retained the highest position. The critical ratio of 8.568 showed that the difference of per cent of 24.85 was statistically significant.

Rooms A and C changed positions with Room A becoming third and Room C taking second position. Room A had a difference of 12.80 between seen and unseen words resulting in a critical ratio of 4.740, which was statistically

Room D held the highest position for meaning in context

and the necessary method. It can be seen that there are

critical ratios of 2.55 and 4.71 which show the differences

in per cent of 0.55 and 10.55 were statistically significant.

Table XI. Percentages of correct spellings by room for oral presentation with meaning explained.

Position	Room	Mean	Standard Error	S.E. Diff.	P.E.
Lowest	B	14.40	8.40	8.00	2.00
Third	A	21.80	10.40	12.80	3.20
Second	C	26.80	11.90	13.70	3.34
Highest	D	27.70	12.80	14.80	3.55

Table XI shows the per cent of correct spellings for

the oral presentation at vocabulary for each room. It was

found that Room B once again was the lowest with a difference

of 4.00 per cent between mean and second words. There was

a critical ratio of 2.00 which was statistically significant.

Room D still retained the highest position. The critical

ratio of 2.55 shows that the difference of per cent of

20.80 was statistically significant.

Rooms A and C changed positions with Room A becoming

third and Room C taking second position. Room A had a dif-

ference of 12.80 between mean and second words resulting

in a critical ratio of 4.71, which was statistically

significant. Room C's critical ratio of 5.074 showed that the difference in per cent of 13.70 was statistically significant.

Table XII. Percentage of Correct Spellings by Rooms for Word Analysis.

Position	Rooms	Seen	Unseen	Diff. %	S.E. Diff.	C.R.
Lowest	B	20.20	12.40	7.80	2.3	3.391
Third	C	40.75	17.00	23.75	2.7	8.796
Second	D	50.00	26.05	23.95	2.9	8.258
Highest	A	51.20	16.20	35.00	2.7	12.962

Table XII shows the per cent of correct spellings for each room in word analysis. The tabulations showed Room B was still the lowest in position. The difference in per cent of 7.80 resulted in a critical ratio of 3.391, which was statistically significant. Room C reverted back to third place showing a difference in per cent of 23.75 in favor of seen words. The critical ratio of 8.796 was statistically significant.

Room D stepped down from highest position to second place with a critical ratio of 8.258, which showed the difference in per cent of 23.95 was statistically significant.

Room A took highest position this time with rather a high difference of 35.00 in favor of seen words. The

slightest. From C's critical ratio of 3.074 showed that the difference in per cent of 13.75 was statistically significant.

Table XII. Percentage of correct spelling by group for word analysis.

Position	Group	Mean	Upper	Diff. S	S.E. Diff.	C.R.
Lowest	B	80.20	12.40	7.20	2.2	3.231
Third	C	42.75	17.00	25.75	2.7	9.738
Second	D	50.00	24.00	26.00	2.8	9.308
Highest	A	61.20	18.20	43.00	2.9	19.308

Table XII shows the per cent of correct spelling for each word in word analysis. The tabulation showed that B was still the lowest in position. The difference in per cent of 7.27 resulted in a critical ratio of 3.231, which was statistically significant. From C's inverted back to third place showing a difference in per cent of 20.75 in favor of seen words. The critical ratio of 9.738 was statistically significant.

From D stepped down from highest position to second place with a critical ratio of 9.308, which showed the difference in per cent of 26.00 was statistically significant. From A took highest position with this shift rather a high difference of 25.00 in favor of seen words. The

critical ratio of 12.962 was statistically significant.

To summarize the results of Tables IX, X, XI, and XII we find that Room B always held the lowest position. Room C held third position three times out of a possible four chances. Room A held second position twice and changed to third position and highest position on the other trials. Room D retained the highest position three times and then moved to second position on the fourth trial.

11. Which of the following methods of presenting words

in a reading lesson will produce the greatest individual learning of spelling?

1. Reading of critical words explained in the context.

2. Critical words presented in a glossary form.

3. Critical words presented by word analysis.

4. Critical words presented orally with the meanings explained.

The experiment was conducted in four third grade rooms in Wellesley, Massachusetts, February 1947. There were a total of 104 children tested. These rooms contained heterogeneous groups while the fourth room had a homogeneous group of all "A" children.

initial value of 10.000 was statistically significant.

To summarize the results of Tables I, II, and III

we find that when S always holds the lowest position, Room 1

held third position three times out of a possible four

trials. Room 2 held second position twice and changed to

third position and highest position on the other trials.

Room 3 retained the highest position three times and then

moved to second position on the fourth trial.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the possibility of the incidental learning of spelling through reading.

The experiment had a two-fold purpose:

- I. Do children spell words with a higher per cent of accuracy when they have encountered them in reading than when they have not seen them?
- II. Which of the following methods of presenting words in a reading lesson will produce the greatest incidental learning of spelling?
 1. Meaning of critical words explained in the context.
 2. Critical words presented in a glossary form.
 3. Critical words presented by word analysis.
 4. Critical words presented orally with the meanings explained.

The experiment was conducted in four third grade rooms in Arlington, Massachusetts, February 1947. There were a total of 104 children tested. Three rooms contained heterogeneous groups while the fourth room had a homogeneous grouping of all "A" children.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the possibility of the incidental learning of spelling through reading.

The experiment had a two-fold purpose:

1. To determine again words with a higher percentage of occurrence when they have encountered them in reading than when they have not seen them.

2. To determine the following methods of presenting words

in a reading lesson will produce the greatest incidental learning of spelling.

1. Meaning of critical words explained in the text.

2. Critical words presented in a glossary form.

3. Critical words presented by word analysis.

4. Critical words presented orally with the meanings explained.

The experiment was conducted in four third grade rooms

in Arlington, Massachusetts, February 1947. There were a

total of 100 children tested. Three rooms contained hetero-

geneous groups while the fourth room had a homogeneous group

of all "A" children.

For preliminary testing the Durrell-Sullivan Reading Achievement Test for Intermediate Grades was given and the Stanford Spelling Test, Form D was used.

The reading scores of the group ranged from 2.5 to 7.0 with the mean falling at 4.3. The spelling scores of the group ranged from 1.6 to 5.0 with the mean falling at 3.6.

In order to determine the possibility of the incidental learning of spelling through reading the children read eight stories typical of those found in third grade readers and library books. At the completion of the silent reading the children were immediately tested on the twenty critical words selected for each story making a total of 160 words.

The following conclusions can be drawn from the data collected in this study.

1. The findings showed that children may learn to spell words incidentally, simply by meeting them in their reading program.
2. The results further revealed that children spell words with a higher per cent of accuracy if they have been encountered in reading than if they have not previously seen them.
3. The percentage of correct spelling for words seen was 27.35 as against 15.12 per cent for words unseen. This showed a difference of 12.23 in favor of seen words making a critical ratio of 20.83, which was

for preliminary testing the Durrell-Edwards Reading Achievement Test for Intermediate Grades was given and the Standard Spelling Test, Form B was used.

The reading scores of the group ranged from 5.5 to 7.0 with the mean falling at 6.3. The spelling scores of the group ranged from 1.5 to 3.0 with the mean falling at 2.3.

In order to determine the possibility of the incidence of spelling through reading the children read aloud stories typical of those found in third grade readers and literary books. At the conclusion of the silent reading the children were immediately tested on the words which they had selected for each story making a total of 100 words.

The following conclusions can be drawn from the data collected in this study.

1. The findings showed that children may learn to spell words incidentally, simply by reading them in their reading program.
2. The results further revealed that children spell words with a higher per cent of accuracy if they have been encountered in reading than if they have not previously seen them.
3. The percentage of correct spelling for words read was 27.50 as against 18.18 per cent for words unseen. This shows a difference of 9.32 in favor of seen words making a critical ratio of 2.00, which was

statistically significant.

4. The 15.12 per cent of correct spellings for unseen words represents a total of 1,259 words spelled correctly. Although unseen in this experiment it may be assumed that these words were met by the children in their reading previous to the experiment. As stated earlier in this study the critical words selected were not third grade spelling words from the town's basic spelling list. One hundred of the words represented an average grade placement of from 5.0 to 8.6.
5. Thus the mean for the total group for seen and unseen words was 31.57 words spelled correctly from a possible score of 160.
6. If this finding may be called reliable, then it would seem that throughout the school year the incidental learning of spelling through reading might well increase the children's spelling vocabulary to some extent.
7. The outcomes of which method of presenting the vocabulary would produce the greatest amount of incidental learning of spelling through reading are presented in order of their highest per cent of accuracy.

significantly different.

4. The list of words to be spelled was selected from a list of 1,500 words spelled correctly. Although chosen in this manner it may be assumed that these words were set by the children in their reading previous to the experiment. As stated earlier in this study the selected words selected were not those words spelled correctly from the town's basic spelling list. One hundred of the words represented an average grade placement of 2.5 to 3.5.

5. Thus the mean for the total group for each word was 11.57 words spelled correctly from a possible score of 100.

6. If this finding may be called reliable, then it would seem that throughout the school year the incidental learning of spelling through reading might well increase the children's spelling vocabulary to some extent.

7. The outcomes of which method of presenting the vocabulary words produce the greatest amount of incidental learning of spelling through reading are presented in order of their highest percent of accuracy.

a. Word Analysis.

The results showed definitely that this method of presenting the vocabulary accounted for the greatest amount of incidental learning of spelling. There was a total of 1,227 words spelled correctly. The per cent of seen words spelled correctly was 40.82 as against 18.17 per cent for unseen words, showing a difference of 22.65 per cent in favor of seen words. The critical ratio of 16.175 was statistically significant.

b. Oral Presentation with Meanings Explained.

This method of presentation showed a total of 1,168 correct spellings. The seen words showed 35.40 per cent accuracy as compared with 20.77 per cent for unseen words, showing a difference of 14.63 in favor of seen words. The critical ratio of 10.450 showed this difference to be statistically significant.

c. Glossary.

This method produced 678 correct spellings. The test showed 19.71 per cent of the seen words were spelled correctly as compared to 12.90 per cent for unseen words, a difference of 6.81 in favor of seen words. The critical ratio of 6.190 was statistically significant.

Word Analysis

The results shown definitely that this method of presenting the vocabulary, as compared for the group, was a total of 1,197 words spelled correctly. The per cent of words spelled correctly was 80.32 as against 10.17 per cent for unspelled words, showing a difference of 70.15 per cent in favor of seen words. The critical ratio of 10.17 was statistically significant.

Final Presentation with Spelling Explanations

This method of presentation showed a total of 1,198 correct spellings. The same words showed 88.40 per cent accuracy as compared with 80.32 per cent for unspelled words, showing a difference of 8.08 in favor of seen words. The critical ratio of 10.439 showed this difference to be statistically significant.

Summary

This method showed 179 correct spellings. The best showed 10.71 per cent of the same words were spelled correctly as compared to 10.30 per cent for unspelled words, a difference of 0.41 in favor of seen words. The critical ratio of 0.190 was statistically significant.

d. Meaning in Context.

This method produced the poorest results, showing only 462 correct spellings. Seen words showed 13.54 per cent of correct spellings while unseen words showed 8.70 per cent, making a difference of 4.84 per cent in favor of seen words. The critical ratio of 4.840 was statistically significant.

8. The findings to determine the power of the various methods in obtaining transfer to spelling showed the following results.

- a. The difference between the mean gain in meaning in context of 4.84 per cent and the glossary of 6.81 was 1.97 per cent in favor of the glossary method. The critical ratio of 3.283 was statistically significant.
- b. The mean gain of 14.63 per cent for oral presentation against the glossary's 6.81 showed a difference of 7.82 per cent in favor of the oral presentation method. The critical ratio of 8.688 was statistically significant.
- c. The mean gain of 22.65 per cent for word analysis as compared to a mean gain of 14.63 for oral presentation showed a difference of 8.02 per cent in favor of word analysis. The critical ratio of

4. Results in Content

This method provided the poorest results.

Showing only 40% correct spelling. Mean words showed 15.44 per cent of correct spelling while mean words showed 8.70 per cent, making a difference of 6.74 per cent in favor of mean words.

The critical ratio of 1.340 was statistically significant.

5. Results

The findings in determining the power of the various methods in obtaining transfer to spelling showed the following results:

a. The difference between the mean gain in spelling in context of 4.34 per cent and the glossary of 1.91 was 2.43 per cent in favor of the glossary method. The critical ratio of 2.525 was statistically significant.

b. The mean gain of 11.45 per cent for word presentation alone against the glossary's 0.61 showed a difference of 10.84 per cent in favor of the word presentation method. The critical ratio of 3.608 was statistically significant.

c. The mean gain of 22.45 per cent for word presentation as compared to a mean gain of 12.45 for word presentation alone showed a difference of 10.00 per cent in favor of word presentation. The critical ratio of 2.525 was statistically significant.

6.683 was statistically significant.

9. The analysis of these four methods may be accepted as a fair indication of the possibility of transfer from reading to spelling, as the results showed a reasonable amount of constancy within the individual rooms thus establishing a slight reliability.
10. This study did not intend to investigate the ability of the children in comparison to the amount of incidental learning of spelling. However, it is interesting to note that Room D, which was a homogeneous grouping of all "A" children, did show the greatest amount of incidental learning of spelling. This room showed total correct spellings of 1,442 words in comparison to 874, 815, and 404 found in the other three rooms.

Suggestions for Further Research

1. Try the same test on a larger population of third graders.
2. Tabulate the difference between the performance of the boys and girls of the group.
3. Analyze the data to see if the children with high reading and spelling scores will produce the greatest amount of incidental learning of spelling.
4. Set up the same type of test for grades four, five,

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and six and see if the findings will show a gradual increase in power of the incidental learning of spelling through reading from grades three to six.

5. To show the difference in the per cent of accuracy based on frequency, set up two experiments.

a. Present the critical words in one story and then test.

b. Present the critical words in two stories before testing for spelling transfer.

6. Conduct an experiment on the incidental learning of spelling through reading to see the difference in the per cent of accuracy for non-phonetic words in comparison with phonetic words.

and six and see if the findings will show a gradual

increase in power of the individual, starting at

beginning through reading from given items to six.

5. To show the difference in the per cent of accuracy

found in frequency, and of the experimental

6. Present the subject words in one story and

then read:

7. Present the subject words in two stories before

reading for spelling practice.

8. Conduct an experiment on the individual learning of

spelling through reading to see the difference in

the per cent of accuracy for non-phonetic words in

comparison with phonetic words.

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Spelling Test
Stanford Achievement Tests--Form D

Directions:
Give children number and paper from 1-50.
Pronounce the word--Read sentence--Pronounce the word.

- | | | |
|----------|--|------|
| 1. is | Here is your book; read it. | is |
| 2. and | Buy butter and eggs. | and |
| 3. ten | There are ten cents in a dime. | ten |
| 4. old | The ragged man was a ragged old man. | old |
| 5. my | Take your turn; then I will take my turn. | my |
| 6. how | What is the name of your new story book? | how |
| 7. this | That is a live boy, but this is a stuffed boy. | this |
| 8. over | Place the deer before the flies (4) 10. | over |
| 9. girl | Is your new baby a boy or a girl? | girl |
| 10. two | Jumping rope is lots of fun. | two |
| 11. why | We are learning a song about Christmas. | why |
| 12. seed | A big plant grows from a big seed. | seed |
| 13. when | My kitten is lost. When you see it? | when |
| 14. some | Many children can swim; some cannot. | some |
| 15. sold | Joe sold his sled to Sam for 10 cents. | sold |
| 16. also | If she could sing, she would sing. | also |
| 17. much | Our teacher often asks us many questions. | much |
| 18. how | How many boys are there in your class? | how |
| 19. six | You want a score of 60 in this game. | six |

APPENDIX

Spelling Test

Stanford Achievement Test--Form D ^{1/}

Directions:

Have children number their paper from 1-50.

Pronounce the word--Read sentence--Pronounce the word.

- | | | | |
|-----|-------|---|-------|
| 1. | it | Here is your book; read it. | it |
| 2. | and | Buy butter and eggs. | and |
| 3. | ten | There are ten cents in a dime. | ten |
| 4. | old | The beggar wore a ragged old coat. | old |
| 5. | my | Take your turn; then I will take my turn. | my |
| 6. | book | What is the name of your new story book? | book |
| 7. | this | That is a blue jay, but this is a bluebird. | this |
| 8. | door | Close the door before the flies get in. | door |
| 9. | girl | Is your new baby a boy or a girl? | girl |
| 10. | fun | Jumping rope is lots of fun. | fun |
| 11. | song | We are learning a song about Christmas. | song |
| 12. | seed | A big plant grows from a tiny seed. | seed |
| 13. | seen | My kitten is lost. Have you seen it? | seen |
| 14. | some | Many animals can swim; some cannot. | some |
| 15. | sold | Joe sold his sled to Frank for 50 cents. | sold |
| 16. | blow | If the wind would blow, the windmill would
turn. | blow |
| 17. | think | Our teacher often makes us think hard. | think |
| 18. | keep | You may keep one apple for yourself. | keep |
| 19. | win | You need a score of 20 to win this game. | win |

¹Published by World Book Company, Yonkers-on-Hudson,
New York, 1940.

Spelling Test

Memorize the words on this page

1-50

have finished reading your paper from 1-50.
Remember the words--Read a chapter--Remember the words.

1. here is your book; read it.

2. and my father and mother.

3. ten There are ten cents in a dime.

4. old The teacher wore a red and old coat.

5. my Take your turn; I will take my turn.

6. book That is the name of your new story book.

7. fish That is a blue fish, but this is a blue fish.

8. door Close the door before the fish get in.

9. girl Is your new baby a boy or a girl?

10. fun Jumping rope is lots of fun.

11. song We are learning a song about Christmas.

12. seed A big plant grows from a big seed.

13. seen My mother is lost. Have you seen it?

14. some Many animals are wild; some are tame.

15. sold The boy sold his old bicycle for 25 cents.

16. blow If the wind would blow, the windmill would blow.

17. think The teacher often asked us to think hard.

18. keep You may keep one apple for yourself.

19. win You need a score of 50 to win this game.

20.	very	The rain made the ground very muddy.	very
21.	around	We drove around the block five times.	around
22.	read	Show me how well you can read your new book.	read
23.	gate	Close the gate when you go out of the yard.	gate
24.	winter	It often snows on winter days.	winter
25.	table	Alice is helping her mother set the table.	table
26.	east	New York is east of Chicago.	east
27.	life	Eighty years is a long life.	life
28.	drop	If you drop a glass, it will break.	drop
29.	summer	This has been a very hot summer.	summer
30.	step	I tripped on the first step going upstairs.	step
31.	said	Her voice was so low I couldn't hear what she said.	said
32.	been	Have you been downtown lately?	been
33.	pull	Come, come, or I'll pull you away.	pull
34.	funny	The fat clown did funny tricks.	funny
35.	used	We stopped because we had used up our thread.	used
36.	boxes	John made a playhouse out of wooden boxes.	boxes
37.	does	What kind of tricks does your dog do?	does
38.	broke	Her doll fell and broke on the cement walk.	broke
39.	counting	Try counting by tens up to five hundred.	counting
40.	wagon	Joe hauled the groceries home in his wagon.	wagon

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OFFICE OF THE SECRETARY OF THE ARMY

1. The first of the three main principles of the Army is that the Army is a fighting organization. It is not a social club, a political party, or a religious organization. It is a fighting organization, and its primary purpose is to fight. It is not a social club, a political party, or a religious organization. It is a fighting organization, and its primary purpose is to fight.

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2. The second of the three main principles of the Army is that the Army is a fighting organization. It is not a social club, a political party, or a religious organization. It is a fighting organization, and its primary purpose is to fight. It is not a social club, a political party, or a religious organization. It is a fighting organization, and its primary purpose is to fight.

41.	hundred	Ten times ten is one hundred.	hundred
42.	shed	We keep our coal in a wooden shed.	shed
43.	afraid	Don't be afraid. This dog doesn't bite.	afraid
44.	visiting	My aunt is visiting us for a few days.	visiting
45.	stories	Will you read us some stories about animals?	stories
46.	rainy	This rainy weather makes everything damp.	rainy
47.	queer	Foreigners often seem queer to us.	queer
48.	smooth	A hot iron will smooth out your dress.	smooth
49.	skirt	My sister has bought a new skirt.	skirt
50.	fare	The streetcar fare is seven cents.	fare

Story 1 and Story 1a

First Day--Meaning in Context

Story to be read silently and children are then to be tested on 20 words.

Use Following Instructions Only

Directions:

1. Give out stories rotating story 1 and then story 1a.
2. Have children write name and date on line provided.
3. Ask how many children have dogs or hope to have one some day?

Wait for Response

Then explain that this story tells you how to train your dog so that it will be a good dog that people will like to have around.

41. numbered ten times ten is one hundred.
42. ahead "I keep my coat in a wooden chest."
43. ahead "It's a little, this dog house's side."
44. visiting my aunt is visiting us for a few days.
45. stories will you read us some stories about animals?
46. rainy this rainy weather makes everything damp.
47. guess foreigners often come down to us.
48. smooth a new iron will smooth out your dress.
49. slight a slighter was born to a new shirt.
50. late The afternoon late is never early.

Story 1 and 2 are

first day-reading in English
 have to be read slightly and children are then to be
 tested on 20 words

Use following instructions only

Instructions:

1. Give out stories relating story 1 and each story is.
2. Have children write name and date on line provided.
3. Ask how many children have done or have to have one some day?

Wait for Response

Then explain that this story tells you how to train
 your dog so that it will be a good dog that people
 all like to have around.

4. Instruct children to read story carefully so they will know just how to train their dog.
5. When story has been completed have children turn paper over and number 1-20.
6. Explain to children that you are going to dictate some words that you want them to spell. Explain that some of them may seem hard but they are to try and do the best they can.
7. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
8. Spend a minute or two discussing how to train a dog.

Spelling Words

Pronounce--Use in sentence--Pronounce.

companions	--Dogs make good companions.
necessary	--It is necessary for your dog to mind.
happiest	--A dog is happiest when people love him.
irritated	--The dog irritated his master when he barked.
nuisance	--Some dogs make a nuisance of themselves running through gardens.
ruined	--A dog may be ruined by having a poor master.
annoy	--Dogs often annoy people with their barking.
discipline	--When your dog is bad you have to discipline him.
manners	--A dog should be taught good manners.
calm	--Be very calm when training your dog.
important	--It is important that your dog know the right thing to do.
behavior	--We like a dog to have good behavior.
provoked	--Don't hit your dog because you are provoked with him.

4. Instruct children to read every carefully so they will know just how to train their dog.
5. When story has been completed have children turn page over and number 1-23.
6. Explain to children that you are going to discuss some words that you want them to spell. Explain that some of them may seem hard but they are so easy and so the best they can.
7. Write words and collect papers. Pronounce--use in sentences--pronounce.
8. Spend a minute or two discussing how to train a dog.

Spelling words

- Pronounce--Use in sentences--Pronounce.
- important --Look make good connections.
- necessary --It is necessary for your dog to mind.
- believe --A dog is happiest when people love him.
- interested --The dog interested his master when he talked.
- believe --Don't make a mistake of the dog's running through grass.
- while --A dog may be ruined by having a poor master.
- study --Dogs often annoy people with their barking.
- discipline --When your dog is bad you have to discipline him.
- command --A dog should be in the good manner.
- obey --Be very calm when training your dog.
- important --It is important that your dog know the right thing to do.
- behavior --We like a dog to have good behavior.
- provoked --Don't hit your dog because you are provoked with him.

bother --People do not like dogs to bother them.
spoiled --Dogs may be spoiled if they have poor masters.
torment --Dogs may torment their masters with the naughty things they do.
punish --You need to punish your dog when he is bad.
contented--A well trained dog is happy and contented.
patient --You must be patient and give your dog time to learn.
comrades --Dogs make very good comrades.

Story 2 and Story 2a

Second Day--Meaning in Context

Story to be read silently and children are then to be tested on 20 words.

Use Following Instructions Only

Directions:

1. Give out stories rotating story 2 and then story 2a.
2. Have children write name and date on line provided.
3. Ask how many children remember Tippy and the lesson he learned. Have some child tell about it. Today we are going to read a story about a little girl named Ann and you are going to find out that like Tippy she learned a lesson.
4. Instruct the children to read the story carefully and see if they can find out the lesson Ann learned.
5. When story is completed have children turn paper over and number 1-20.
6. Explain to children that you are going to dictate some words that you want them to spell. Explain that some of them may seem hard but they are to try and do the best they can.

7. Dictate words and collect papers. Pronounce--use in sentence--pronounce.

8. Spend a minute or two to have children tell what lesson Ann learned.

Spelling Words

minute	--Ann always wanted to wait a minute before she came.
seizing	--Ann ran to the house seizing up her rabbit on the way.
answered	--When mother called Ann answered her.
directly	--Ann should go directly to her mother when called.
finished	--Before going in Ann finished her sewing.
strange	--Mother did something strange.
obeying	--Obeying mother would have made Ann a better girl.
instantly	--Go instantly when you are called.
decided	--Ann decided to do the right thing.
entertaining	--It is most entertaining to visit a lake.
snatching	--Snatching up her rabbit Ann ran toward the house.
determined	--Mother determined Ann needed to learn a lesson.
straight	--Ann finally went straight to her mother when she called.
complying	--Ann found she didn't miss things by complying to mother's wishes.
curious	--One day Ann's mother did a very curious thing.
completed	--Before going in Ann completed her sewing.
immediately	--Mother asked Ann to come immediately.

V. Little words and collected papers. The papers--are in
 a separate--collection.
 8. Spent a minute or two to have children tell what father
 had learned.

Spelling words

minute	--and always wanted to write a minute before she
noting	--and ran to the house saying up her rabbit on the way.
answered	--she mother called and answered her.
directly	--she went up directly to her mother when called.
finished	--before going in she finished her writing.
average	--rather an interesting average
obvious	--Gladys mother would have made her a better girl.
instantly	--so instantly when you are called.
needed	--she needed to do the right thing.
interesting--it is	most interesting to write a letter.
noting	--noting up her rabbit and ran toward the house.
noted	--the children are needed to learn a lesson.
noting	--and finally went straight to her mother when she called.
noting	--and found she didn't write things by comparing to mother's wishes.
noting	--she said her mother did a very simple thing.
noting	--and she said in her notebook her writing.
noting	--rather usual and to some immediately.

replied --Ann always replied, "In a minute or in a moment."

moment --Ann learned not to say, "In a moment."

interesting--The White family had an interesting time at the lake.

Story 1 and Story 1a

Third Day--Glossary

Story to be read silently and children to be tested on 20 words.

Use Following Instructions Only

Directions:

1. Give out stories rotating story 1 and story 1a.
2. Have children write name and date on line provided.
3. Explain to children that today they are going to read about a little tadpole and how he turned into a grown-up frog.
4. Tell the children that there may be some words in the story that they may not be sure of the meaning of. If so they are to look at the top of the page and they will find the meaning explained.
5. Instruct the children then to read the story carefully and find out what happened to the tadpole when he became a frog.
6. When the story is completed have the children turn over and number 1-20.
7. Explain to the children that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers.
9. Spend minute or two to have children tell what happened to George when he changed from a tadpole to a frog.

replied -- "I always replied, 'In a minute or in a moment.'
moment -- "I learned not to say, 'In a moment.'
interesting--The white family had an interesting time at the
lunch.

Story 1 and Story 2

Intro Day--Monday

Story to be read silently and children to be tested on
the words.

Use following instructions only

Directions:

1. Give out stories regarding story 1 and story 2.
2. Have children write names and date on the provided.
3. Explain to children that they are going to read
about a little boy who was named George and his
up to the
4. Tell the children that there may be some words in the
story that they may not be sure of the meaning of.
If so they are to look at the top of the page and
they will find the meaning explained.
5. Instruct the children that to read the story carefully
and find out what happened to the boy who was named
George.
6. When the story is completed have the children turn
over and number 1-20.
7. Explain to the children that you are going to discuss
some words that you want them to spell. Explain that
some of the words may seem hard but they are to try
and do the best they can.
8. Discuss words and object pictures.
9. Spend about an hour to have children tell what hap-
pened to George when he changed from a boy to a
man.

Spelling Words

- wriggly --George was a wriggly tadpole.
- splendid --The tadpoles had splendid times together.
- abundance --There was a great abundance of tadpoles in the pool.
- quickly --George swam quickly away.
- swayed --The seaweed swayed back and forth.
- vanishing --George's tail was vanishing.
- frolicking--The tadpoles had fun frolicking together.
- customs --A tadpole's customs change when he becomes a frog.
- admiration--All the tadpoles looked in admiration at George's legs.
- bewildered--The other tadpoles were bewildered when George lost his tail.
- glorious --George had glorious times with his brothers and sisters.
- marvelled --The tadpoles marvelled at George's tiny legs.
- suddenly --Suddenly George jumped out of the pool.
- romping --The tadpoles had great times romping together.
- disappearing--George's tail was slowly disappearing.
- wavered --The seaweed wavered back and forth.
- habits --George's habits changed after he got some legs.
- quantities--There were tadpoles in large quantities in the pool.
- amazed --George amazed them all when he jumped out of the pool.
- squirming --George was a little squirming tadpole.

Story 2 and Story 2a

Fourth Day--Glossary

Story to be read silently and children then to be tested on 20 words.

Use Following Instructions Only

Directions:

1. Give out stories rotating story 2 and then story 2a.
2. Have children write name and date on line provided.
3. Explain that today's story will tell them how animals are able to live through the long hard winter.
4. Tell the children that there may be some words in the story that they may not be sure of the meaning of. If so they are to look at the top of the page and they will find the meaning explained.
5. Instruct children to read the story carefully and find out all the ways that animals are able to live through the long hard winter.
6. When the story is completed have the children turn over and number 1-20.
7. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
9. Spend a minute or two discussing how animals are protected against winter.

Story 2 and Story 3

Fourth Day--Discovery

They do not read silently and children then do as follows on 1st reading.

Use Following Instructions Only

Instructions:

1. Give one story to each child and then story 2.
2. Have children write name and date on line provided.
3. Explain that story 2 will tell them how animals are able to live through the long hard winter.
4. Tell the children that when they hear words in the story that they do not know, they should ask the teacher. It is their job to find out the meaning of the word. They will find the meaning explained.
5. Instruct children to read the story carefully and find out all the ways that animals are able to live through the long hard winter.
6. When the story is completed have the children turn over and answer 1-20.
7. Explain that you are going to discuss some words that you hear in the story. Explain that some of the words may seem hard but they are so easy to learn on the last day.
8. Discuss words and related papers. Pronounce--and in sentences--pronounce.
9. Spend a minute or two discussing how animals are prepared against winter.

Spelling Words

- question --The question of food is a thing animals must watch out for.
- flee --When the weather is bad animals flee into a warm shelter.
- provide --People help provide animals with food.
- shedding --Shedding means an animal is losing its fur.
- plenty --There is plenty of food in the south for birds.
- spare --In winter animals need a spare coat of fur.
- severe --We have not had a severe winter this year.
- clearly --Animals change color and cannot be seen so clearly in winter.
- tunnels --Many animals live in tunnels.
- guard --Kind people try to guard animals against starving.
- plainly --Some animals cannot be seen plainly in the woods.
- burrows --Many animals live in burrows.
- protect --You may help protect the birds against hunger.
- rigorous --Animals often die when we have a rigorous winter.
- extra --An extra coat of fur helps keep an animal warm.
- enough --Birds who fly south are able to find enough food.
- molting --In the fall an animal loses his fur which we call molting.
- furnish --Children may help furnish the birds with food.
- escape --During bad storms animals escape into their warm shelters.
- problem --Finding food in winter is a hard problem.

Spelling Words

problem	--The question of food is a thing animals must work out for.
live	--When the weather is bad animals live in a warm shelter.
provide	--People help provide animals with food.
feeding	--Feeding means an animal is taking its food.
plenty	--There is plenty of food in the world for birds.
spare	--In winter animals need a spare part of food.
severe	--We have not had a severe winter this year.
clearly	--Animals change color and cannot be seen so clearly in winter.
tunnel	--Many animals live in tunnels.
guard	--Birds guard try to guard animals against attack.
glaring	--Some animals cannot be seen clearly in the snow.
purpose	--Many animals live for purpose.
protect	--You may help protect the birds against danger.
extreme	--Animals often die when we have a winter winter.
extra	--An extra coat of fur helps keep an animal warm.
enough	--Birds and the world are able to find enough food.
calling	--Birds call an animal to see the which is only calling.
twisted	--Birds may help twisted the birds with food.
escape	--Birds had a warm animal escape from their warm shelter.
problem	--Finding food in winter is a hard problem.

Story 1

Fifth Day--Word Analysis

Present ten words by word analysis, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Today we are going to read a story about a little boy, named Charlie, who lives away over in Sweden. He liked apples very much. Do you?
2. I am going to put some words on the board that are in the story and we will all make sure we know how to pronounce them. Let us look and see what letters are in each word to help us know them.

Caution--As you write each word on the board and pronounce it do not explain the meaning.

Words to be Presented:

- (1) fond--What small word do you see? on
What does word start and end with? f d
- (2) delight--What small word do you see? light
What letters make up the "ight" sound?
What syllable does word start with? de
- (3) chuckled--What small word do you see? chuck
What blends do you see? ch, ck
What sound does first vowel have? Short "u."
What does word end with? d
- (4) carefully--What small words do you see? care - full
What does word start with? c
What does the sound "e" usually mean on the end of a word? y
- (5) lingered--What small word do you see? linger
What blend do you see? ng
What is the sound "r" made up of? er
- (6) countryside--What two small words do you see in this compound word? country - side
What blend do you see? tr
What does word start with? c

(7) famous--What small word do you see at the end? us
 What is the silent letter? o
 What does word start with? f

(8) admired--What small word do you see? admire
 What syllable does word start with? ad
 What does word end with? d

(9) beautiful--What does word start with? b
 What is the last syllable? ful
 How would you break word into syllables?
beau ti ful

(10) celebration--What does word start with? c
 What blend do you see? br
 What letters are in the last syllable? tion
 How would we break word into syllables?
cel e bra tion

Directions Continued--

3. Give story out.
4. Have children write name and date on line provided.
5. Instruct children to read the story carefully to see what happened because Charlie liked apples so very much.
6. When story is completed have children turn over and number 1-20.
7. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
9. Spend a minute or two discussing how Charlie was finally able to have all the apples he wanted.

Spelling Words

Pronounce--use in sentence--pronounce.

fond --Charlie was fond of apples.

feast --The little old woman had a fine feast for Charlie.

delight --Charlie counted his money with great delight.

wonderful--There was one apple that was very wonderful.

chuckled --Charlie chuckled as he thought of his plan.

valued --The old lady valued her apple tree very much.

carefully--Very carefully Charlie made his sign.

popular --The offer of a prize made Charlie very popular.

lingered --The farmers lingered to read Charlie's sign.

district --News of the prize went around the whole district.

celebration--After giving the prize Charlie had a big celebration.

hesitated--The women hesitated at Charlie's sign.

famous --Charlie's love of apples made him famous.

neatly --The sign was printed very neatly.

admired --Charlie admired all the apples sent to him.

giggled --Charlie giggled as he thought of his plan.

beautiful--The apple that won the prize was beautiful.

pleasure --It was a pleasure for Charlie to count his money.

countryside--People from all around the countryside sent apples to Charlie.

enjoyed --Charlie enjoyed apples a great deal.

enjoyed -- Charlie enjoyed apples a great deal.
apples to Charlie.
satisfactory -- Charlie from all around the countryside sent
pleasure -- it was a pleasure for Charlie to receive his money.
beautiful -- The apple that won the prize was beautiful.
satisfied -- Charlie thought as he thought of his plan.
solved -- Charlie solved all the apples sent to him.
nearly -- The sign was printed very neatly.
known -- Charlie's love of apples made him famous.
noticed -- The women noticed at Charlie's sign.
celebration -- After giving the prize Charlie had a big cele-
bration -- news of the prize went around the whole district.
fingered -- The farmers fingered to read Charlie's sign.
popular -- The apple at a prize made Charlie very popular.
carefully -- Very carefully Charlie made his sign.

Story 1a

Fifth Day--Word Analysis

Present ten words by word analysis, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Today we are going to read a story about a little boy, named Charlie, who lives away over in Sweden. He liked apples very much. Do you?
2. I am going to put some words on the board that are in the story and we will all make sure we know how to pronounce them. Let us look and see what letters are in each word to help us know them.

Caution--As you write each word on the board and pronounce it do not explain the meaning.

Words to be Presented:

- (1) enjoyed--What small words do you see? enjoy joy
What is the first syllable? en
What does word end with? d
- (2) pleasure--What blend does word start with? pl
What small word do you see at the end? sure
- (3) giggled--What does word start and end with? g d
What blend do you see? gl
What double letters? gg
- (4) neatly--What small words do you see? neat eat
What is the last syllable? ly
- (5) hesitated--What small words do you see? hesitate - sit -
ate
- (6) district--What small word do you see? strict
What is first syllable? dis
What blend do you see? str
- (7) popular--What small word do you see? pop
This is a three syllable word we would divide this way. pop u lar

- (8) valued--What small word do you see? value
What does word start and end with? v d
- (9) wonderful--What small words do you see? won wonder
What is last syllable? ful
What does word start with? w
- (10) feast--What small word do you see? east
What blend do you see? st
What does word start with? f

Directions Continued--

3. Give story out.
4. Have children write name and date on line provided.
5. Instruct children to read the story carefully to see what happened because Charlie liked apples so very much.
6. When story is completed have children turn over and number 1-20.
7. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
9. Spend a minute or two discussing how Charlie was finally able to have all the apples he wanted.

Spelling Words

Pronounce--use in sentence--pronounce.

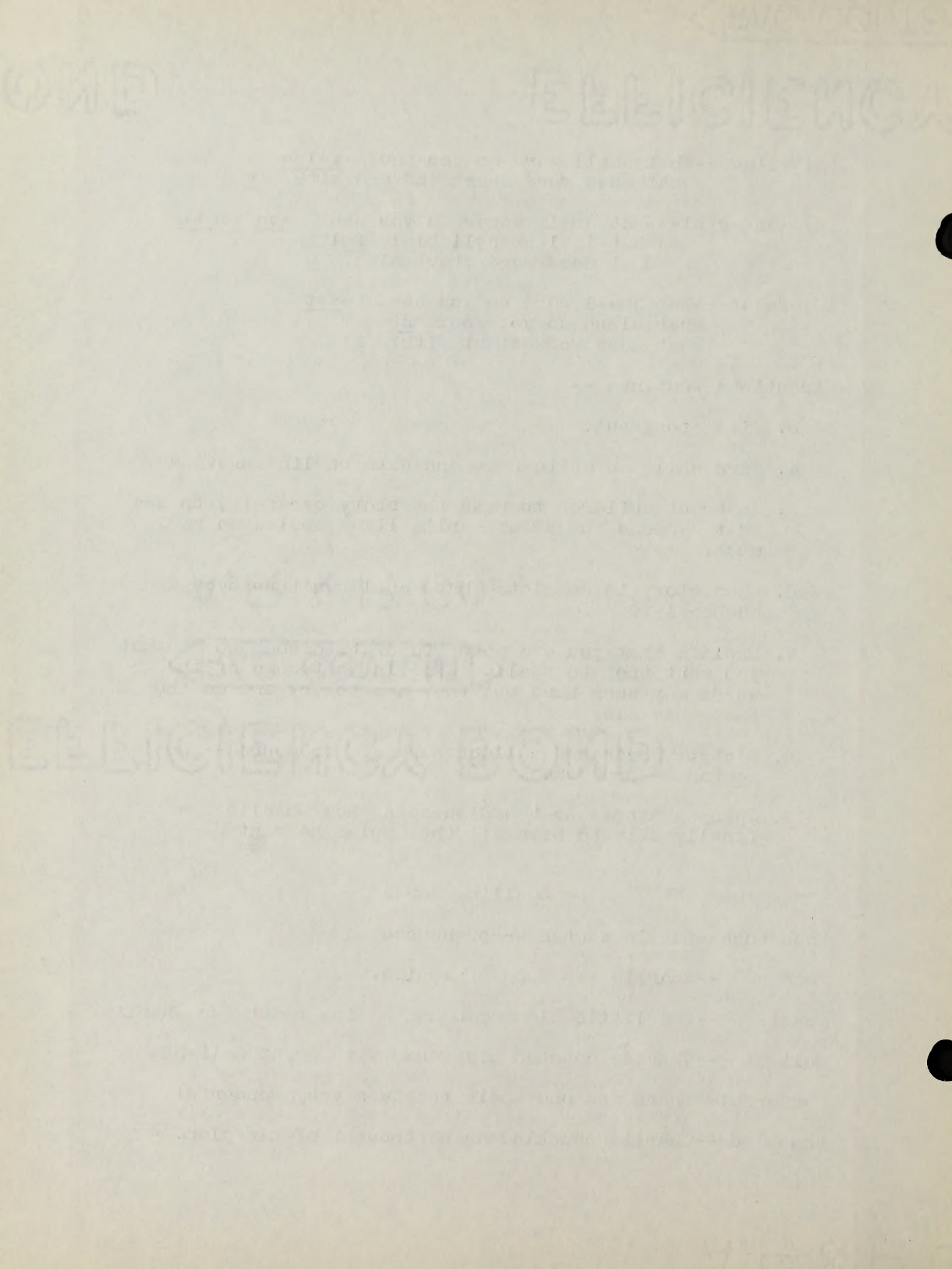
fond --Charlie was fond of apples.

feast --The little old woman had a fine feast for Charlie.

delight --Charlie counted his money with great delight.

wonderful--There was one apple that was very wonderful.

chuckled --Charlie chuckled as he thought of his plan.



valued --The old lady valued her apple tree very much.
carefully --Very carefully Charlie made his sign.
popular --The offer of a prize made Charlie very popular.
lingered --The farmers lingered to read Charlie's sign.
district --News of the prize went around the whole district.
celebration--After giving the prize Charlie had a big celebration.
hesitated --The women hesitated at Charlie's sign.
famous --Charlie's love of apples made him famous.
neatly --The sign was printed very neatly.
admired --Charlie admired all the apples sent to him.
giggled --Charlie giggled as he thought of his plan.
beautiful --The apple that won the prize was beautiful.
pleasure --It was a pleasure for Charlie to count his money.
countryside--People from all around the countryside sent apples to Charlie.
enjoyed --Charlie enjoyed apples a great deal.

Story 2

Sixth Day--Word Analysis

Present ten words by word analysis, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Our story today is about something we studied this fall in our science lesson. Do you remember our study of the milkweed? This story tells us what happened to a little milkweed seed after it became free from its pod.

valued --the old lady valued her apple tree very much.

carefully --very carefully Charlie made his sign.

popular --the offer of a prize made Charlie very popular.

fingered --the farmers fingered to read Charlie's sign.

blatant --news of the prize went around the apple district.

celebration --after giving the prize Charlie had a big celebration.

hesitated --the women hesitated at Charlie's sign.

remorse --Charlie's love of apples made him remorse.

neatly --the sign was painted very neatly.

admitted --Charlie admitted all the apples sent to him.

stayed --Charlie stayed as the thought of his sign.

bestowed --the apple that was the prize was bestowed.

himself --it was a pleasure for Charlie to count his money.

counterside --people from all around the countryside sent apples to Charlie.

enjoyed --Charlie enjoyed apples a great deal.

Story 2

Sixth day--word analysis

Presented for words by word analysis, read story and then
test on twenty words.

Use following instructions only

Instructions:

1. Our story today is about something we studied last
fall in our science lesson. Do you remember our
story of the alluvial? This story tells us what
happened to a little alluvial seed after it passed
time from the soil.

2. I am going to put some words on the board that are in the story and we will all make sure we know how to pronounce them. Let us see what letters are in each word to help us know them.

Caution--As you write each word on the board and pronounce it do not explain the meaning.

Words to be Presented:

- (1) beyond--What small words do you see? be on
What does the word start and end with? b d
- (2) allow--What does word start with? a
What are the double letters? ll
What letters make up the "ow" sound?
- (3) travels--What small word do you see? travel
What blend does word start with? tr
What does word end with? s
What letters make up "el" sound?
- (4) settled--What small words do you see? settle set
What are double letters? tt
What does word start and end with? s d
- (5) scampered--What small words do you see? scamper scamp
camper camp
What blend does word start with? sc
What does word end with? d
- (6) tease--What small words do you see? tea ease
What does word end with? Silent "e"
- (7) surprise--What small word do you see? rise
What does word start and end with? s e
What blend do you see? pr
What letters made up the sound "ur"?
- (8) tightly--What small word do you see? tight
What letters make up the sound "ight"?
What is the last syllable? ly
- (9) sprouted--What small words do you see? sprout out
What blend do you see? spr
What is last syllable? ted
- (10) extended--What small words do you see? extend tend ten
What is the first syllable of the word? ex
What is last syllable? ded

4. I am going to put some words on the board that are in the story and as you read them you will know how to pronounce them. Now as you read the letters are in each word to help you know them.

Caution--As you write each word on the board and pronounce it do not forget the meaning.

Words to be remembered:

(1) begin--What word means to start? begin is the word that means to start.

(2) stop--What word means to stop? stop is the word that means to stop.

(3) travel--What word means to go from one place to another? travel is the word that means to go from one place to another.

(4) action--What word means to do something? action is the word that means to do something.

(5) adventure--What word means to go on a journey? adventure is the word that means to go on a journey.

(6) know--What word means to understand? know is the word that means to understand.

(7) beginning--What word means the start of something? beginning is the word that means the start of something.

(8) ending--What word means the last of something? ending is the word that means the last of something.

(9) around--What word means to go in a circle? around is the word that means to go in a circle.

(10) across--What word means to go from one side to the other? across is the word that means to go from one side to the other.

Directions Continued:

3. Give out story.
4. Have children write name and date on line provided.
5. Instruct the children to read the story carefully and find all the things that happened to the little milkweed seed on its trip.
6. When story is completed have the children turn over and number 1-20.
7. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
9. Spend a minute or two discussing the little milkweed seed and what finally happened to it.

Spelling Words

Pronounce--use in sentence--pronounce.

beyond --The seed floated beyond the city.

stretched--The roots stretched out.

allow --The pod had to open to allow the seeds out.

sprang --When spring came the milkweed plant sprang up.

travels --A milkweed seed travels many miles.

firmly --The seed hung on firmly to the silk.

astonishment--The children watched in astonishment as the parachute floated away.

settled --The seed settled down on a bush.

disturb --Ben tried to disturb Mary by blowing on the silk.

scampered--Mary scampered after the seed.

Directions

1. Give out story.
2. Have children write name and date on lines provided.
3. Instruct the children to read the story carefully and find all the words that happened to the little white seed on the trip.
4. When story is completed have the children turn over and answer 1-20.
5. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
6. Dictate words and collect papers. Pronounce--use in sentences--pennance.
7. Spend a minute or two discussing the little white seed and what finally happened to it.

Spelling words

- Pronounce--use in sentences--pennance.
1. The seed floated beyond the city.
2. The seed floated out.
3. The seed was to open to allow the seeds out.
4. When spring came the little plant grew up.
5. A witness heard several many times.
6. The seed hung on tightly to the ship.
7. The children watched in astonishment as the pennance floated away.
8. The seed settled down on a bank.
9. The seed to float up by blowing on the ship.
10. The seed was to open to allow the seeds out.

extended	--The roots extended along under ground.
hurried	--Mary hurried after the milkweed seed.
sprouted	--The plant sprouted up in the spring.
clung	--The seed clung to the silk.
tightly	--Mary held tightly to the seed.
journey	--The seed took a journey over the city.
surprise	--Bill blew and to his surprise the seed sailed away.
tease	--Bill tried to tease Mary by blowing on the milkweed.
permit	--The pod had to open to permit the seeds to get out.
outside	--The milkweed seed sailed a little way outside of the city.

Story 2a

Sixth Day--Word Analysis

Present ten words by word analysis, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Our story today is about something we studied this fall in our science lesson. Do you remember our study of the milkweed? This story tells us what happened to a little milkweed seed after it became free from its pod.
2. I am going to put some words on the board that are in the story and we will all make sure we know how to pronounce them. Let us see what letters are in each word to help us know them.

Caution--As you write each word on the board and pronounce it do not explain the meaning.

extended --The roots extended along under ground.
shuffled --They shuffled after the slip and so.
sprung --The plant sprang up in the water.
alone --The seed alone in the slip.
lightly --They held lightly to the seed.
January --The seed took a January over the slip.
surprise --Bill blew and to his surprise the seed sailed
away.
cease --Bill tried to teach Henry to blow on the
air.
permit --The law had to agree to permit the seeds to get
out.
outside --The airseed seed sailed a little way outside
of the city.

Story 2

State Lay-Word Analysis

Present ten words of word analysis, read along and then
read on twenty words.

Use following instructions

Directions:

1. One story today is about something we studied this
fall in our science lesson. It is about the story
of the airseed. This story tells us what happened
to a little airseed that after it began to grow
it had.
2. We are going to use some words in the story that are in
the story and we will all use some in your part to
write a story. Let us see what happens in each
part to help us know them.

Question--As you write each word on the board and pronounce
it do not explain the meaning.

Words to be Presented:

- (1) outside--What two small words do you see? out side
- (2) permit--What does word start and end with? p t
 What letters make up the "er" sound?
 What small word do you see? it
- (3) journey--What does word start and end with? j y
 How break up into syllables? jour ney
- (4) clung--What small word do you see? lung
 What blends are there? cl ng
- (5) hurried--What does word start and end with? h d
 What are the double letters? rr
- (6) disturb--What does word start and end with? d b
 What is first syllable? dis
 What letters make up the "ur" sound?
 What blend do you see? st
- (7) astonishment--What small words do you see? as astonish
 What is the last syllable? ment
 What blends do you see? st sh
- (8) firmly--What small words do you see? fir firm
 What is last syllable? ly
 What letters make up the "ir" sound?
- (9) sprang--What small word do you see? rang
 What blend is there? spr
- (10) stretched--What small word is there? stretch
 What blends do you see? str ch
 What does word end with? d

Directions Continued:

3. Give out story.
4. Have children write name and date on line provided.
5. Instruct the children to read the story carefully and find all the things that happened to the little milkweed seed on its trip.
6. When story is completed have the children turn over and number 1-20.

1. (1) Consider--What two small words do you see? and side
- (2) Detail--What does word and mean? it
What letters make up the "an" sound?
What small word do you see? it
- (3) Journey--What does word and mean? it
How does word and relate to four my
- (4) Circle--What small word do you see? and
What letters make up the "an" sound? it
- (5) Hurdle--What does word and mean? it
What are the small letters? it
- (6) Shape--What does word and mean? it
What is the first syllable? an
What letters make up the "an" sound?
What small word do you see? it
- (7) Anticipation--What small word do you see? an anticipation
What is the first syllable? an
What letters make up the "an" sound? it
- (8) Title--What small word do you see? it time
What is the first syllable? it
What letters make up the "it" sound?
- (9) Spelling--What small word do you see? and
What letters make up the "an" sound? it
- (10) Anticipation--What small word do you see? and
What is the first syllable? an
What letters make up the "an" sound? it

2. Write and story.

3. Have children write name and date on this provided.

4. Instruct the children to read the story carefully and find all the things that happened to the little girl.

5. When story is completed have the children turn over and answer 1-5.

7. Explain that you are going to dictate some words that you want them to spell. Explain that some of the words may seem hard but they are to try and do the best they can.
8. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
9. Spend a minute or two discussing the little milkweed seed and what finally happened to it.

Spelling Words

Pronounce--use in sentence--pronounce.

beyond --The seed floated beyond the city.

stretched --The roots stretched out.

allow --The pod had to open to allow the seeds out.

sprang --When spring came the milkweed plant sprang up.

travels --A milkweed seed travels many miles.

firmly --The seed hung on firmly to the silk.

astonishment--The children watched in astonishment as the parachute floated away.

settled --The seed settled down on a bush.

disturb --Ben tried to disturb Mary by blowing on the silk.

scampered --Mary scampered after the seed.

extended --The roots extended along under ground.

hurried --Mary hurried after the milkweed seed.

sprouted --The plant sprouted up in the spring.

clung --The seed clung to the silk.

tightly --Mary held tightly to the seed.

journey --The seed took a journey over the city.

V. Explain that you are going to illustrate some words that
you want them to know. Explain that some of the
words may seem hard but they are to try and to the
best they can.

W. Write words and define them. Pronounce--use in
sentences--pronounce.

X. Read a chapter or two illustrating the little missed
word and what finally happened to it.

Spelling Words

Pronounce--use in sentences--pronounce.

Y. The seed floated beyond the city.

Y. The roots stretched out.

Y. The seed had to open to allow the roots out.

Y. When spring came the missed plant sprang up.

Y. A missed seed travels many miles.

Y. The seed came on freely to the city.

Y. The children played in excitement as the
prize was finally won.

Y. The seed settled down in a bush.

Y. Ben tried to distract Mary by talking on the side.

Y. Mary answered after the seed.

Y. The roots extended along under ground.

Y. Mary hurried after the missed seed.

Y. The plant sprang up in the spring.

Y. The seed came to the city.

Y. Mary held tightly to the seed.

Y. The seed took a journey over the city.

- surprise --Bill blew and to his surprise the seed sailed away.
- tease --Bill tried to tease Mary by blowing on the milkweed.
- permit --The pod had to open to permit the seeds to get out.
- outside --The milkweed seed sailed a little way outside of the city.

Story 1

Seventh Day--Oral Presentation with Meaning Explained

Present ten words orally and explain the meanings, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Explain that today's story is about a man named Androcles who lived in Rome and who was very fond of animals.
2. Then put on the board the following words from the story and explain the meanings.

Words to Present:

- (1) cruel--very mean and unkind
- (2) figure--plan a way to do something
- (3) roar--make a loud noise
- (4) moaned--cried with pain
- (5) gently--fixed him without hurting him
- (6) captured--held him so he couldn't get away
- (7) bounded--ran out quickly
- (8) terrible--very bad

surprised -- Will show me to his quarters and then called
 away.
 -- Will tried to leave but by accident on the way
 down.
 -- The man had to come to himself the night he got
 out.
 -- The released man called a little way outside
 of the city.

Part I

He had just been released from his quarters and called
 the man who was with him and told him the story.
 The man and the man who was with him were very
 surprised and called the man who was with him.

The following instructions are

Instructions:

1. Explain that today's story is about a man named
 Anthony who lived in Rome and was very kind
 of animal.
2. Then put on the tape the following words from the
 story and explain the meaning.

Words to present:

- (1) great--very good and useful
- (2) escape--plan a way to go somewhere
- (3) way--take a road or path
- (4) escape--escape with him
- (5) escape--escape with him
- (6) escape--escape with him
- (7) escape--escape with him
- (8) escape--escape with him

OK 130315

(9) mighty--very strong

(10) familiar--friendly to each other

Directions Continued:

3. Instruct the children to read the story carefully to find out how Androcles' life was saved because of his kindness to a lion.
4. When story is completed have children turn paper over and number 1-20.
5. Explain to children that you are going to dictate some words you want them to spell. Tell them that some of the words may seem hard but you want them to try and do the best they can.
6. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
7. Have a minute or two discussion as to how Androcles' life was saved because of his kindness to a lion.

Spelling Words

Pronounce--use in sentence--pronounce

cruel --Androcles' master was a cruel man.

devoted --The lion was devoted to Androcles.

figure --Androcles tried to figure out a plan to get away.

powerful --The lion made a powerful noise.

roar --The lion gave a loud roar.

dreadful --The animal made a dreadful sound.

moaned --Androcles listened as the lion moaned with pain.

leaped --From behind the door leaped the lion.

gently --Androcles took the thorn out very gently.

grabbed --The soldiers grabbed Androcles.

(9) clearly--very strong

(10) clearly--strongly to each other

Attention continued

2. Instruct the children to read the story carefully to find out how the children felt when they heard of the kindness to a lion.

4. Then story is repeated have children turn paper over and number 1-23.

3. Explain to children that you are going to discuss some words you want them to learn. Tell them that some of the words are new words but you want them to try and do the best they can.

3. Discuss words and related papers. (Pronouns--has in sentences--pronouns.

7. Have a minute or two discussion as to how the children felt when they heard of the kindness to a lion.

Spelling words

Pronouns--has in sentences--pronouns

1. The lion was a cruel man.

2. The lion was devoted to his lion.

3. The lion tried to fight and a lion to get away.

4. The lion made a powerful noise.

5. The lion gave a loud roar.

6. The animal made a dreadful sound.

7. The lion listened as the lion roared with pain.

8. The lion behind the door jumped the lion.

9. The lion took the lion out very gently.

10. The lion's speech was gentle.

familiar --The people that watched saw that Androcles and the lion were familiar with each other.

tenderly --Tenderly Androcles removed the thorn.

mighty --The people gave a mighty shout.

groaned --The lion groaned with pain.

terrible --The lion gave a terrible roar.

howl --Androcles heard the howl of a lion.

bounded --When the door opened out bounded the lion.

scheme --Androcles tried to scheme how he would get away.

captured --The soldiers captured Androcles.

brutal --Androcles' master was a very brutal man.

Story 1a

Seventh Day--Oral Presentation with Meaning Explained

Present ten words orally and explain the meanings, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Explain that today's story is about a man named Androcles who lived in Rome and who was very fond of animals.
2. Then put on the board the following words from the story and explain the meanings.

Words to Present:

- (1) brutal--very mean and unkind
- (2) scheme--plan a way to do something
- (3) howl--make a loud noise
- (4) groaned--cried with pain

1. The people that watched saw that Andros and
the lion were talking with each other.
2. Andros removed the lion.
3. The people gave a noisy shout.
4. The lion pressed with pain.
5. The lion gave a terrible roar.
6. Andros went the head of a lion.
7. When the lion opened out towards the lion.
8. Andros tried to escape but he could not move.
9. The soldiers called Andros.
10. Andros' master was a very brave man.

Story 12

1. The lion was talking with Andros.
2. The lion was very angry and called the soldiers.
3. The lion was very angry and called the soldiers.

Questions

1. Explain what Andros' story is about and name
Andros who lived in Andros and was very fond
of lions.
2. Read out the following words from the
story and explain the meaning.

Answers to Questions:

1. Andros--very much and noisy.
2. Andros--gave a very noisy shout.
3. Andros--gave a loud shout.
4. Andros--tried with pain.

- (5) tenderly--fixed him without hurting him
- (6) grabbed--held him so he couldn't get away
- (7) leaped--ran out quickly
- (8) dreadful--very bad
- (9) powerful--very strong
- (10) devoted--friendly to each other

Directions Continued:

- 3. Instruct the children to read the story carefully to find out how Androcles' life was saved because of his kindness to a lion.
- 4. When story is completed have children turn paper over and number 1-20.
- 5. Explain to children that you are going to dictate some words you want them to spell. Tell them that some of the words may seem hard but you want them to try and do the best they can.
- 6. Dictate words and collect papers. Pronounce--use in sentence--pronounce.
- 7. Have a minute or two discussion as to how Androcles' life was saved because of his kindness to a lion.

Spelling Words

Pronounce--use in sentence--pronounce

cruel --Androcles' master was a cruel man.

devoted --The lion was devoted to Androcles.

figure --Androcles tried to figure out a plan to get away.

powerful--The lion made a powerful noise.

roar --The lion gave a loud roar.

dreadful--The animal made a dreadful sound.

moaned --Androcles listened as the lion moaned with pain.
leaped --From behind the door leaped the lion.
gently --Androcles took the thorn out very gently.
grabbed --The soldiers grabbed Androcles.
familiar --The people that watched saw that Androcles and
the lion were familiar with each other.
tenderly --Tenderly Androcles removed the thorn.
mighty --The people gave a mighty shout.
groaned --The lion groaned with pain.
terrible --The lion gave a terrible roar.
howl --Androcles heard the howl of a lion.
bounded --When the door opened out bounded the lion.
scheme --Androcles tried to scheme how he would get away.
captured --The soldiers captured Androcles.
brutal --Androcles' master was a very brutal man.

Story 2

Eighth Day--Oral Presentation with Meaning Explained

Present ten words orally by writing on board and explain the meanings, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Explain that today's story happened years ago at the time the Pilgrims came to this country.
2. Then put the following words from the story on the board, saying them orally and explain the meanings.

noticed -- Androsia listened as the lion roared with pain.
 respect -- Then behind the door began the lion.
 gently -- Androsia took the lion and very gently.
 grabbed -- The soldier grabbed Androsia.
 familiar -- The people that watched saw that Androsia and
 the lion were familiar with each other.
 tenderly -- Tenderly Androsia removed the lion.
 slightly -- The people gave a slight shout.
 groaned -- The lion groaned with pain.
 terrible -- The lion gave a terrible roar.
 cool -- Androsia heard the roar of a lion.
 bounded -- Then the lion sprang and bounded and lion.
 return -- Androsia tried to return how he would get away.
 continued -- The soldier captured Androsia.
 hysterical -- Androsia's mother was a very hysterical man.

Story 2

Light Day--Great presentation with meaning explained
 present ten words orally by writing on board and explain
 the meaning, read story and again read on twenty words.
 Use following instructions daily

Instructions

1. Explain that today's story happened years ago at the time the airplane came to this country.
2. Read out the following words from the story on the board, explain their meaning and explain the meaning.

Words to Present:

- (1) friendly--like each other and get along well
- (2) trouble--something goes wrong
- (3) swiftly--go very fast
- (4) silently--making very little noise
- (5) prepared--get ready
- (6) terror--filled with fear
- (7) frightened--very scared
- (8) hurriedly--do something quickly
- (9) stared--look at a thing in surprise
- (10) screamed--make a loud noise

Directions Continued:

3. Pass out story.
4. Have children write name and date on line provided.
5. Instruct children to read the story carefully and find out what scared the Indian away.
6. When story is completed have children turn over and number 1-20.
7. Explain to children that you are going to dictate some words that you want them to spell. Tell them that some of them may seem hard but you want them to try and do the best they can.
8. Dictate words and collect papers.
9. Spend a minute or two discussing how the Pilgrim mother protected her babies from the Indian.

Spelling Words

Pronounce--use in sentence--pronounce

friendly --Some Indians were very friendly to the Pilgrims.

shrieked --The babies shrieked with fright.

trouble --The Pilgrims had trouble with some of the
Indians.

gazed --The Indian gazed at the strange creatures.

swiftly --Swiftly the Indians came from the forest.

alarmed --The Indian was alarmed at the noise.

silently --Indians are able to move very silently.

hastily --Mother hastily hid the children.

prepared --The dinner was being prepared by mother.

panic --When mother saw the Indian she was filled with
panic.

frightened --The frightened Indian turned and ran away.

arranged --Mother arranged the dinner for father.

terror --The sight of the Indian filled mother with terror.

loyal --Many Indians were loyal to the Pilgrims.

stared --The Indian stared at the moving kettles.

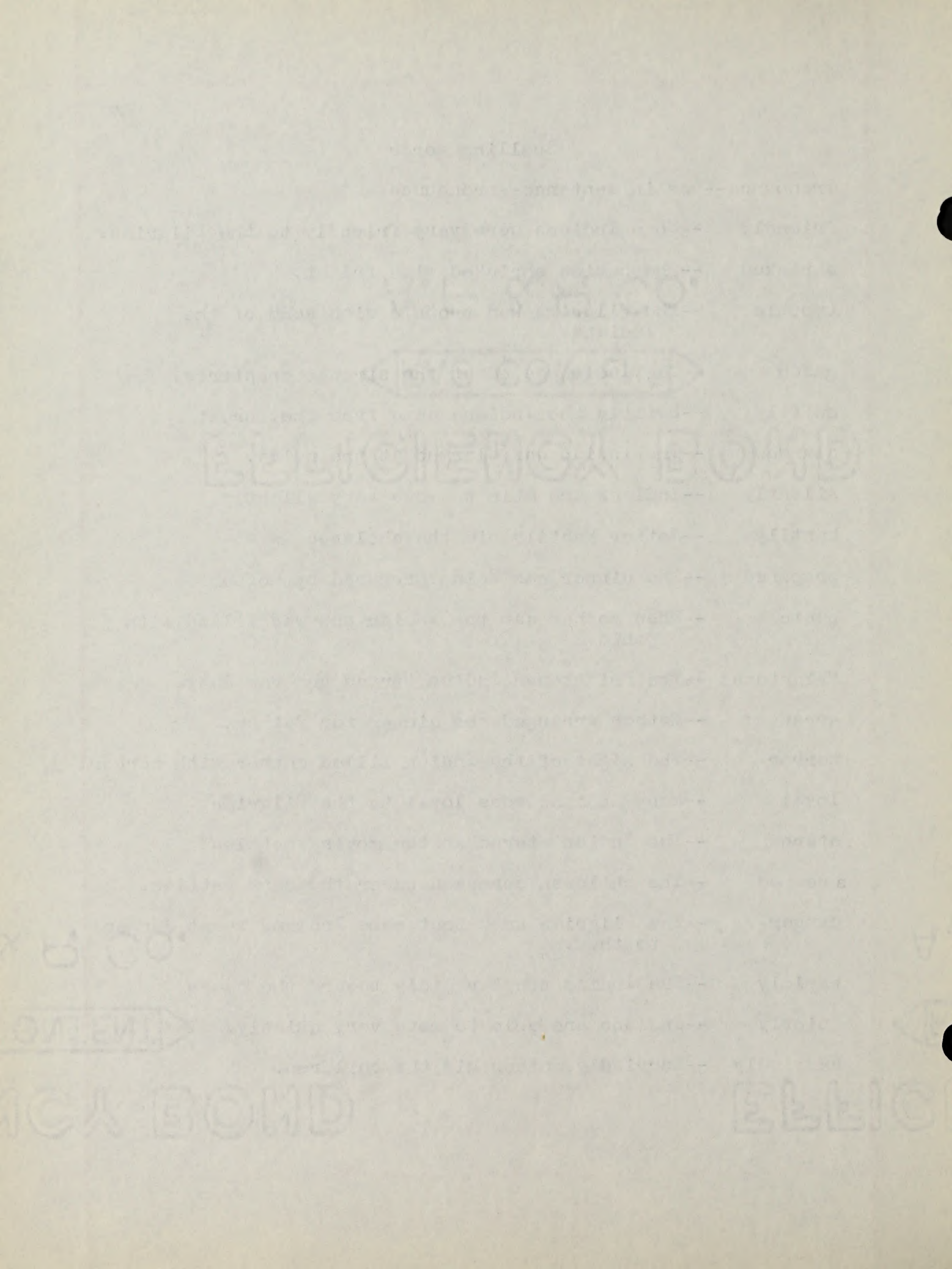
screamed --The children screamed under the dark kettles.

danger --The Pilgrims knew that some Indians meant danger
to them.

rapidly --The Indian crept rapidly toward the house.

quietly --Indians are able to move very quietly.

hurriedly --Hurriedly mother hid the children.



Story 2a

Eighth Day--Oral Presentation with Meaning Explained

Present ten words orally by writing on board and explain the meanings, read story and then test on twenty words.

Use Following Instructions Only

Directions:

1. Explain that today's story happened years ago at the time the Pilgrims came to this country.
2. Then put the following words from the story on the board, saying them orally and explain the meanings.

Words to Present:

- (1) loyal --like each other and get along well
- (2) danger --something goes wrong
- (3) rapidly --go very fast
- (4) quietly --making very little noise
- (5) arranged --get ready
- (6) panic --filled with fear
- (7) alarmed --very scared
- (8) hastily --do something quickly
- (9) gazed --looked in surprise
- (10) shrieked --make a loud noise

Directions Continued:

3. Pass out story.
4. Have children write name and date on line provided.
5. Instruct children to read the story carefully and find out what scared the Indian away.
6. When story is completed have children turn over and number 1-20.

Story 2

1. Read the story to the children and explain the meaning of the words in the story.

2. Read the story to the children and explain the meaning of the words in the story.

3. Read the story to the children and explain the meaning of the words in the story.

4. Read the story to the children and explain the meaning of the words in the story.

5. Read the story to the children and explain the meaning of the words in the story.

6. Read the story to the children and explain the meaning of the words in the story.

7. Read the story to the children and explain the meaning of the words in the story.

8. Read the story to the children and explain the meaning of the words in the story.

9. Read the story to the children and explain the meaning of the words in the story.

10. Read the story to the children and explain the meaning of the words in the story.

11. Read the story to the children and explain the meaning of the words in the story.

12. Read the story to the children and explain the meaning of the words in the story.

13. Read the story to the children and explain the meaning of the words in the story.

14. Read the story to the children and explain the meaning of the words in the story.

15. Read the story to the children and explain the meaning of the words in the story.

16. Read the story to the children and explain the meaning of the words in the story.

17. Read the story to the children and explain the meaning of the words in the story.

18. Read the story to the children and explain the meaning of the words in the story.

19. Read the story to the children and explain the meaning of the words in the story.

20. Read the story to the children and explain the meaning of the words in the story.

21. Read the story to the children and explain the meaning of the words in the story.

22. Read the story to the children and explain the meaning of the words in the story.

23. Read the story to the children and explain the meaning of the words in the story.

24. Read the story to the children and explain the meaning of the words in the story.

7. Explain to children that you are going to dictate some words that you want them to spell. Tell them that some of them may seem hard but you want them to try and do the best they can.
8. Dictate words and collect papers.
9. Spend a minute or two discussing how the Pilgrim mother protected her babies from the Indian.

Spelling Words

Pronounce--use in sentence--pronounce

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gazed --The Indians gazed at the strange creatures.

swiftly --Swiftly the Indians came from the forest.

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silently--Indians are able to move very silently.

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terror --The sight of the Indian filled mother with terror.

loyal --Many Indians were loyal to the Pilgrims.

stared --The Indian stared at the moving kettles.

screamed--The children screamed under the dark kettles.

danger --The Pilgrims knew that some Indians meant danger to them.

7. Explain to children that you are going to discuss
some words that you have seen in the Bible. Tell them
that you will read some verses and that you want them to
try and find the words in the Bible.

8. Write words and verses on cards.

9. Read a verse from the Bible and ask the children to
find the words in the Bible.

Lesson Plan

1. Read the story of the blind men and an elephant.

2. Ask the children to tell you what they think the story is about.

3. Read the story of the blind men and an elephant.

4. Ask the children to tell you what they think the story is about.

5. Read the story of the blind men and an elephant.

6. Ask the children to tell you what they think the story is about.

7. Read the story of the blind men and an elephant.

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15. Read the story of the blind men and an elephant.

16. Ask the children to tell you what they think the story is about.

17. Read the story of the blind men and an elephant.

18. Ask the children to tell you what they think the story is about.

19. Read the story of the blind men and an elephant.

rapidly --The Indian crept rapidly toward the house.

quietly --Indians are able to move very quietly.

hurriedly--Hurriedly mother hid the children.

regarding -- the right to marry and the home.
regarding -- the right to have a family.
regarding -- the right to have a child.

THE NATIONAL ASSOCIATION OF WOMEN

OF THE UNITED STATES OF AMERICA

INCORPORATED IN 1848

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1.
Name-----Date-----

HOW TO TRAIN YOUR DOG

Dogs should be useful and good companions. That is they should be like a pal to you. They can be, too, if they are trained in the right way. When you see a good dog you can be sure that somebody has taken great care to teach him what he should do and what he should not do.

A dog is happiest or feels best when he knows his place in the home. Then he is able to share good times with the family.

It is easy for a dog to be a nuisance to the family and to others by chasing cars and growling at visitors. He may chase the neighbor's cats or chickens, or run through their flower beds. He may annoy or pester everyone by his barking.

Whenever you see a dog with such bad manners, who is not doing right, you can be sure that his master is to blame.

It really is not very hard to teach a dog manners if you start when he is a puppy. Begin by making him feel that you love him. Then he will want to please you.

You should be very patient in teaching a puppy. You must not get cross and want your dog to know everything the first day. It takes time for him to learn.

If there is something you do not wish your puppy to do, he must never do it even once. If you do not want him to lie in the chairs, you must not let him do it one day and then scold him if he does it the next day. If he keeps on getting into the chairs, you may have to punish him by scolding or spanking him.

Many dogs are spoiled when their masters let them do things

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If there is something you do not wish your puppy to do, he must never do it even once. If you do not want him to lie in the middle, you must not let him do it one day and then scold him if he does it the next day. If he keeps on getting into the chair, you may have to punish him by scolding or spanking him. Many dogs are spoiled when their masters let them do things

they shouldn't. Never kick your dog, or strike him on the head. Whip him with a small switch or a folded piece of paper. Never punish him just because you are provoked with him. If you are angry with him he will learn nothing.

Many masters waste time teaching their dogs tricks but fail to teach them the things that a dog really needs to know. After all, it is not very important to a dog to be able to sit up or to "speak" for food or to jump over a stick. However, it is important to your dog and to you that he have good manners.

A dog has to learn many things if he is to become a good and useful companion. After he has learned these things you may then teach him tricks.

HOW TO TRAIN YOUR DOG

Dogs should be useful and good comrades. That is they should be like a pal to you. They can be, too, if they are trained in the right way. When you see a good dog you can be sure that somebody has taken great care to teach him what he should do and what he should not do.

A dog is contented or feels best when he knows his place in the home. Then he is able to share good times with the family.

It is easy for a dog to torment the family and others by chasing cars and growling at visitors. He may chase the neighbors' cats or chickens, or run through their flower beds. He may bother or pester everyone by his barking.

Whenever you see a dog with such bad behavior, who is not doing right, you can be sure that his master is to blame.

It really is not very hard to teach a dog behavior if you start when he is a puppy. Begin by making him feel that you love him. Then he will want to please you.

You should be very calm in teaching a puppy. You must not get cross and want your dog to know everything the first day. It takes time for him to learn.

If there is something you do not wish your puppy to do, he must never do it even once. If you do not want him to lie in the chairs, you must not let him do it one day and then scold him if he does it the next day. If he keeps on getting into the chairs, you may have to discipline him by scolding or spanking him.

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A dog has to learn many things if he is to become a good and useful comrade. After he has learned these things you may then teach him tricks.

Name-----Date-----

IN A MINUTE

"Come, Ann," called Mrs. Brown, as she stood at the kitchen door. "Get some flowers from your garden for Grandma Gray."

"In a minute, Mother," answered Ann from her playhouse under the big apple tree.

Ann sat still and went on sewing. She was making a lovely pink dress for her doll, Polly. It was nearly finished or almost done. It took much longer than she had thought it would, but at last it was finished, and Ann slowly went to her little garden to pick the flowers.

When she reached the back porch, her mother was standing, there looking sad. "I am sorry, dear, but you should have come sooner. Grandma Gray could not wait any longer. She has gone."

Ann was sad, too, for she liked dear old Grandma Gray, but this did not stop her from saying, "In a minute." She kept right on taking her time, instead of obeying at once.

One sunny morning she was again sewing busily and did not see the big blue automobile stop in front of her house. Betty White's father and mother had decided to drive out to Spring Lake for a picnic. The White family wanted Ann to go with them. Betty and Ann loved to be together. Both of them thought that Spring Lake was the most interesting place in the world as there was a lot to see and to do.

"Of course Ann may go," said Mrs. Brown, and she went into the house to get her little girl ready. "Come, Ann," she called. "Come immediately."

"In a minute, Mother," said Ann as always. But she did not come

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"Come, Ann," called Mrs. Brown, as she stood at the kitchen

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One sunny morning she was again sewing busily and did not see

the big blue automobile stop in front of her house. Betty and

Father and Mother had decided to drive out to Spring Lake for a

picnic. The whole family wanted Ann to go with them. Betty and

Ann loved to be together. Both of them thought that Spring Lake

was the most interesting place in the world as there was a lot to

see and to do.

"Of course Ann says no," said Mrs. Brown, and she went into the

house to get her little girl ready. "Come, Ann," she called. "Come

quickly."

"In a minute, Mother," said Ann as she went to her playhouse.

in a minute, no not in five minutes.

Then something curious happened. Mrs. Brown decided that Ann needed to learn a lesson. She went out the front door and went straight to Mrs. White and said, "I am sorry, but Ann cannot go with Betty today."

Sometime later Ann came in from her playhouse. "What did you wish, Mother?" she asked.

"Nothing now, dear," said Mrs. Brown. "Betty and her father and mother came to take you to Spring Lake for the day, but you did not come, so I told them go go without you."

"Spring Lake!" said Ann. "Oh, Mother!" and she began to cry.

It was a long day to Ann. She thought of the good time she was missing. At dinner she couldn't eat. She kept thinking of the picnic lunch and of the ice cream which Mr. White always bought at the Candy Corner near the merry-go-round.

That night as Mrs. Brown tucked her little girl in bed, Ann whispered, "Mother, dear, I am never going to say "In a minute" again, and I'm going to come to you just as soon as you call me."

The days flew by and one morning Ann was teaching her new white rabbit a trick. "Come, Ann," called Mrs. Brown and Ann started to say, "In a minute." Then she remembered and answered, "Yes, Mother," and snatching up her rabbit, she ran toward the house.

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and I'm going to come to you just as soon as you call me."

The days flew by and one morning Ann was teaching her new white

poodle a trick. "Come, Ann," called Mrs. Brown and Ann started to

say, "in a minute." Then she remembered and answered, "Yes, Mother."

and snatching up her poodle, she ran toward the house.

Name-----Date-----

IN A MOMENT

"Come, Ann," called Mrs. Brown, as she stood at the kitchen door. "Get some flowers from your garden for Grandma Gray."

"In a moment, Mother," replied Ann from her playhouse under the big apple tree.

Ann sat still and went on sewing. She was making a lovely pink dress for her doll, Polly. It was nearly completed or almost done. It took much longer than she had thought it would but at last it was completed, and Ann slowly went to her little garden to pick the flowers.

When she reached the back porch, her mother was standing there, looking sad. "I am sorry, dear, but you should have come sooner." Grandma Gray could not wait any longer. She has gone."

Ann was sad, too, for she liked dear old Grandma Gray, but this did not stop her from saying, "In a moment." She kept right on taking her time, instead of complying at once.

One sunny morning she was again sewing busily and did not see the big blue automobile stop in front of her house. Betty White's father and mother had determined to drive out to Spring Lake for a picnic. The White family wanted Ann to go with them. Betty and Ann loved to be together. Both of them thought that Spring Lake was the most entertaining place in the world as there was a lot to see and to do.

"Of course Ann may go," said Mrs. Brown, and she went into the house to get her little girl ready. "Come, Ann," she called. "Come instantly."

"In a moment, Mother," said Ann as always. But she did not come

in a moment, no not in five moments.

Then something strange happened. Mrs. Brown determined that Ann needed to learn a lesson. She went out the front door and went directly to Mrs. White and said, "I am sorry, but Ann cannot go with Betty today."

Sometime later Ann came from her playhouse. "What did you wish, Mother?" she asked.

"Nothing now, dear, said Mrs. Brown. "Betty and her father and mother came to take you to "Spring Lake" for the day, but you did not come, so I told them to go on without you."

"Spring Lake!" said Ann. "Oh, Mother!" and she began to cry.

It was a long day to Ann. She thought of the good time she was missing. At dinner she couldn't eat. She kept thinking of the picnic lunch and of the ice cream which Mr. White always bought at the Candy Corner near the merry-go-round.

That night as Mrs. Brown tucked her little girl in bed, Ann whispered, "Mother, dear, I am never going to say "In a moment" again, and I'm going to come to you just as soon as you call me."

The days flow by and one morning Ann was teaching her new white rabbit a trick. "Come, Ann," called Mrs. Brown and Ann started to say, "In a moment." Then she remembered and replied, "Yes, Mother," and seizing up her rabbit, she ran toward the house.

in a moment, he not in five moments.

Then something strange happened. Mrs. Brown determined that

Ann needed to learn a lesson. She went out the front door and went

directly to Mrs. White and said, "I am sorry, but Ann cannot go

with Betty today."

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Mother?" she asked.

"Nothing now, dear," said Mrs. Brown. "Betty and her father and

mother came to take you to 'Spring Lake' for the day, but you did not

come, so I told them to go on without you."

"Spring Lake?" said Ann. "Oh, Mother!" and she began to cry.

It was a long day for Ann. The thought of the good time she was

missing. At dinner she couldn't eat. She kept thinking of the picnic

lunch and of the ice cream which Mr. White always bought at the

Candy Corner near the merry-go-round.

That night as Mrs. Brown tucked her little girl in bed, she

whispered, "Mother, dear, I am never going to say 'in a moment'."

again, and I'm going to come to you just as soon as you call me."

The next day by and by morning Ann was reaching for her white

rabbit's trick. "Come, Ann," called Mrs. Brown and she started up

very "in a moment." Then she remembered and replied, "Yes, Mother."

and taking up her rabbit, she ran toward the house.

How George the Tadpole Lost His Tail

wriggly---twisting and moving

abundance--large numbers

swayed--moved back and forth

admiration--thought it fine

amazed----puzzled

habits---ways of doing things

disappearing---going away

suddenly---very fast

glorious---good times

frolicking--played

George was a little wriggly tadpole. He lived on the edge of a small pool. Water lilies and seaweed grew there in great abundance, and the bottom of the pool was soft and dark and mushy, just the place for a family of tadpoles.

It was quite a family, too. George had many, many brothers and sisters and so, you know he was never lonely.

All day long they played and swam around together or hung on to the feathery seaweed as it swayed back and forth.

Now George had a long tail and little gills on each side through which he breathed.

One morning George seemed to feel rather sleepy and not much like frolicking around with his brothers and sisters. They all swam away as fast as their tails could wriggle them, while George, who began to feel rather lonely, hung on the under side of a lily pad.

All that day he stayed there by himself. He ate nothing and he felt very sleepy, and when night came he still hung to the lily pad. But when he woke up in the morning and started to swim, George found that he had two little, tiny legs! He was very proud of them and all the brothers and sisters who had poked fun at him now circled around him in admiration.

Then George amazed them all again for he woke up one morning with two more legs. Now George began to change his habits. He no longer stayed near the bottom of the pool. He made a little trip every now and then to the top of the water where he took a long breath of sweet fresh air. After that he would lie for hours with his nose half out of the water resting against the lily pad.

His mouth grew and grew and the gills with which he had breathed when he was younger were slowly disappearing.

Day by day his tail grew shorter and his legs longer and his mouth wider. He only went down into the pool at meal time, and then swam back to his favorite spot.

Then one day when he was resting, he suddenly filled his lungs with clean fresh air and jumped out of the water onto the top of the lily pad.

Soon his brothers and sisters, too, began to lose their tails and their legs grew longer. Then what glorious times those tadpoles had hopping from lily pad to lily pad or swimming in the cool water, only now they weren't tadpoles any longer. They were grown-up frogs!

Then George ceased them all again for he woke up the morning
with two more legs. Now George began to change his habits. He
no longer stayed near the bottom of the pool. He made a little jump
every now and then to the top of the water where he took a long
breath of sweet fresh air. After that he would lie flat down with
his nose half out of the water resting against the lily pad.
His mouth grew and grew and the gills with which he had breathed
when he was younger were slowly disappearing.
But by day his tail grew shorter and his legs longer and his
mouth wider. He only went down into the pool at meal time and then
swam back to his favorite spot.
Then one day when he was resting, he suddenly tilted his head
with a dash of fresh air and jumped out of the water onto the top of the
lily pad.
Soon his brothers and sisters too began to lose their tails
and their legs grew longer. Then what happened? These tadpoles
and hopped from lily pad to lily pad or swam in the cool water.
Only one thing wasn't satisfied any longer. They were growing up.

How George the Tadpole Lost His Tail

squirming---twisting and moving

quantities--large numbers

wavered-----moved back and forth

romping-----playing

marvelled---thought it fine

bewildered---puzzled

customs----ways of doing things

vanishing---going away

quickly---very fast

splendid---good times

George was a little squirming tadpole. He lived on the edge of a small pool. Water lilies and seaweed grew there in great quantities, and the bottom of the pool was soft and dark and mushy, just the place for a family of tadpoles.

It was quite a family, too. George had many, many brothers and sisters, and so, you know he was never lonely.

All day long they played and swam around together or hung on to the feathery seaweed as it wavered back and forth.

Now George had a long tail and little gills on each side through which he breathed.

One morning George seemed to feel rather sleepy and not much like romping around with his brothers and sisters. They all swam away as fast as their tails could squirm them, while George, who began to feel rather lonely, hung on the under side of a lily pad.

As that day he stayed there by himself. He ate nothing and he felt very sleepy, and when night came he still hung to the lily pad. But when he woke up in the morning and started to swim, George found that he had two little, tiny legs! He was very proud of them and all the brothers and sisters who had poked fun at him now circled around him and marvelled.

Then George bewildered them all again for he woke up one morning with two more legs. Now George began to change his customs. He no longer stayed near the bottom of the pool. He made a little trip every now and then to the top of the water where he took a long breath of sweet fresh air. After that he would lie for hours with his nose half out of the water resting against the lily pad.

His mouth grew and grew and the gills with which he had breathed when he was younger were slowly vanishing.

Day by day his tail grew shorter and his legs longer and his mouth wider. He only went down into the pool at meal time, and then swam back to his favorite spot.

Then one day when he was resting, he quickly filled his lungs with clean fresh air and jumped out of the water onto the top of the lily pad.

Soon his brothers and sisters, too, began to lose their tails and their legs grew longer. Then what splendid times those tadpoles had hopping from lily pad to lily pad or swimming in the cool water, only now they weren't tadpoles any longer. They were grown-up frogs!

Then George bewitched them all again for he woke up one morning

with two more lags. Now George began to change his costume. He no longer

wore the same old ragged coat. He made a little trip into town and

at the top of the water where he took a long breath of sweet fresh air

and that he would live for hours with his nose full of the sweet

smelling against the little pad.

His mouth grew and grew and the little with which he had

before he was younger were slowly vanishing.

One day his tail grew shorter and his legs longer and his

mouth wider. He only went down into the pool at night time, and

went back to his favorite spot.

Then one day when he was resting, he noticed that his

tail was fresh air and jumped out of the water onto the top of the

little pad.

Then his brother and sisters, too, began to lose their tails

and their legs grew longer. Then they walked about those old

ropes from the little pad to the top of the pool water

and now they were no longer any longer. That was the end of

How Animals are Protected Against Winter

provide----give something	plainly---see very well
plenty-----a lot	extra----more than one
question---the matter	molting---fur or feathers come out
tunnels-----holes in the ground	severe-----very bad
protect-----save	escape----get away

There are many ways by which the animals can find food and safety in winter.

A number of things are left for them to eat. Brightly colored berries, seeds, buds, nuts, insects in the bark of trees, and smaller animals. Also the food which people provide keep many animals from starving in winter.

The question of food in winter is cared for by the fact that there are fewer animals to eat it. Many birds fly to the south, where there is plenty of food. Frogs and turtles spend the winter in holes in the mud. Snakes and toads also crawl under the ground for the cold months. Woodchucks sleep all winter in their tunnels under the ground. Chipmunks, skunks, and bears have long winter naps in their snug shelters.

The colors of most animals in winter protect them from their enemies. A white or gray animal cannot be seen very plainly against the snow or against the gray earth and trees. He cannot be caught

by an enemy so well as he could be if he wore the brighter colors which animals wear in summer.

A squirrel's coat changes from brown to gray in winter as does a rabbit's. Some rabbits become nearly white.

During this time cats, dogs, horses, sheep, owls, sparrows, and all the animals that have to live where it is cold have an extra coat of fur or feathers. In the fall an animal loses much of the coat he has worn all summer. We say that he is molting. The new coat of fur or feathers is much warmer than the summer one was. In the spring the animal loses much of his winter coat. A brighter - colored, thinner coat takes its place.

Most animals have some kind of shelter into which they can escape from severe weather. Birds and other small animals find safety among the thick branches of the evergreen trees. Rabbits crawl under low bushes, into holes in the ground, or into hollows at the roots of trees. Squirrels find shelter in all sorts of places. They build themselves nests in the branches of trees. They camp in old holes of woodpecker's, and even in people's attics. Porcupines stay in hollow trees, in small caves, or in holes in the ground.

You see, the animals are very well taken care of in winter, after all. We must remember, too, that winter does not last forever. Spring always follows. Before winter's food supply is all gone, spring arrives with dainty food of all kinds. Before the sharp winds and deep snows have killed all the animals, the mild air and warm rains of spring have taken the place of those chilly dangers.

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HOW ANIMALS ARE GUARDED AGAINST WINTER

furnish--give something	clearly---see very well
problem---the matter	spare-----more than one
enough---a lot	shedding--fur or feathers come out
burrows--holes in the ground	rigorous--very bad
guard-----save	flee-----get away

There are many ways by which the animals can find food and safety in winter.

A number of things are left for them to eat. Brightly colored berries, seeds, buds, nuts, insects in the bark of trees, and smaller animals. Also the food which people furnish keep many animals from starving in winter.

The problem of food in winter is cared for by the fact that there are fewer animals to eat it. Many birds fly to the south, where there is enough food. Frogs and turtles spend the winter in holes in the mud. Snakes and toads also crawl under the ground for the cold months. Woodchucks sleep all winter in their burrows under the ground. Chipmunks, skunks, and bears have long winter naps in their snug shelters.

The colors of most animals in winter guard them from their enemies. A white or gray animal cannot be seen very clearly against the snow or against the gray earth and trees. He cannot be caught by any enemy so well as he could be if he wore the brighter colors which animals wear in summer.

A squirrel's coat changes from brown to gray in winter as does a rabbit's. Some rabbits become nearly white.

During this time cats, dogs, horses, sheep, owls, sparrows, and all the animals that have to live where it is cold have a spare coat of fur or feathers. In the fall an animal loses much of the coat he has worn all summer. We say that he is shedding. The new coat of fur or feathers is much warmer than the summer one was. In the spring the animal loses much of his winter coat. A brighter-colored, thinner coat takes its place.

Most animals have some kind of shelter into which they can flee from rigorous weather. Birds and other small animals find safety among the thick branches of the evergreen trees. Rabbits crawl under low bushes, into holes in the ground, or into hollows at the roots of trees. Squirrels find shelter in all sorts of places. They build themselves nests in the branches of trees. They camp in old holes of woodpecker's, and even in people's attics. Porcupines stay in hollow trees, in small caves, or in holes in the ground.

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1

THE LITTLE BOY WITH THE BIG APPLES

Charlie Rask was a little goatherd who lived in Sweden. He was very fond of apples. "For apples are so good to eat," he sighed. "Oh if I could find a way of getting as many as I want."

One day as he lay wishing and dreaming, he remembered the cup in which he hid the money he had earned.

He dropped out of the tree and ran home as fast as his legs could carry him. Right to the cupboard he went, where, on the very top shelf, stood the cup--filled to the brim with coins.

Charlie counted the shiny money with delight. Five, ten, twenty--what do you think? He had a dollar all in silver. The little goatherd chuckled. He had a fine idea.

He took his pen, and he found some paper, and he printed very carefully a notice to tack on the village gate.

The next morning everybody in the village stopped to read the notice. Housewives on their way to market lingered. Farmers paused on their way to the cornfields. Boys and girls read it on their way to school. This is what the notice on the gate said:

Whoever sends Charlie Rask, on the Trant Creek, the Largest APPLE will get a PRIZE of a silver dollar. The apples which do not get the prize will be kept by Charlie for his work.

News of the prize flew on the wind through all the countryside. A whole silver dollar for a single apple!

Charlie Rask tending his goats in the green fields found himself very famous.

THE LITTLE BOY WITH THE BIG APPLE

Charlie Mack was a little boy who lived in Sweden. He was very fond of apples. "For apples are so good to eat," he always

said. "If I could find a way of getting as many as I want."

One day as he was walking and dreaming, he remembered that

he which he had the money he had earned.

He dropped out of the tree and ran down to the bottom of his

tree. Right to the top of the tree he went. There he was

and he took the apple and ran down to the bottom of the

tree. Charlie counted the money he had earned. There was

money. He had a dollar and ten cents.

Little Mack counted. He had a little more.

He took his pen, and he found some paper, and he printed

carefully a notice to look on the village gate.

The next morning everybody in the village stopped to read the

notice. Everybody had their way to school. Tomorrow

morning he had to go to the school. He had to go to the

school. This is what the notice on the gate said:

Notice to the people of the village. The school

will be open at 10 o'clock tomorrow. The school

will be open at 10 o'clock tomorrow. The school

will be open at 10 o'clock tomorrow. The school

will be open at 10 o'clock tomorrow. The school

will be open at 10 o'clock tomorrow. The school

1

The news of the prize traveled farther and farther till it came to a very old woman who lived far away in a hut no bigger than a cupboard.

"A whole silver dollar," she cried to herself as she walked in her garden. It was a very little garden, with only one tree. And only one apple grew upon the tree. It was really very big and she admired it very much.

"Surely in all Sweden," she said to herself, "there cannot be an apple so big and so lovely as grows upon my tree. "So she picked it off and mailed it in a basket to little Charlie Rask.

Now was it not fine and was it not lucky, for the old woman's apple weighed two whole pounds. It was the very largest and the most beautiful of all those sent to Charlie.

"This apple wins the prize," said Charlie, and putting on his Sunday coat and his best hat he went to call on the old woman to tel her the good news.

He gave her the shiny silver dollar and he stayed on for supper, and they had a gay celebration all by themselves.

As for all the other apples that did not weigh two pounds, Charlie packed them in baskets and in barrel and took them to market.

He sold everyone for a very good price, and he did not spend a penny on toys or on taffy, but bought ten little apple trees and planted them at once in his garden.

That is how Charlie Rask's dream of owning hundreds and thousands of apples began to come true.

The next of the price traveled further and further till it
came to a very old woman who lived far away in a hut in the
countryside.

"A whole silver dollar," she cried to herself as she walked
in her garden. It was a very little garden, with only one tree
and only one apple grew upon the tree. It was really very big and
she admired it very much.

"Surely in all Sweden," she said to herself, "there cannot be
an apple so big and so lovely as grows upon my tree." So she picked
it off and walked to the market in the town. There she
saw that it was not fine and was at the market, for the old woman
was always selling her whole garden. In the town she found the
most beautiful of all those who were there.

"This apple is the prettiest," said the woman, and putting it in
her basket she went home and she was very happy. She was
told that the good news.

He gave her the shiny silver dollar and he stayed in the house
and took a very comfortable life in the house.

He took all the other apples that his son brought and he was
happy when he found them in the basket and took the silver dollar.
He told everyone that a very good thing had happened and he was
happy to see it. He told everyone that the silver dollar was
found in the garden.

That is how the silver dollar was found in the garden.
The silver dollar was found in the garden.

THE LITTLE BOY WITH THE BIG APPLES

Charlie Rask was a little goatherd who lived in Sweden. He enjoyed apples very much. "For apples are so good to eat," he sighed. "Oh, if I could find a way of getting as many as I want."

One day as he lay wishing and dreaming, he remembered the cup in which he did the money he had earned.

He dropped out of the tree and ran home as fast as his legs could carry him. Right to the cupboard he went, where, on the very top shelf, stood the cup--filled to the brim with coins.

Charlie counted the shiny money with pleasure. Five, ten, twenty--what do you think? He had a dollar all in silver. The little goatherd giggled. He had a fine idea.

He took his pen, and he found some paper, and he printed very neatly a notice to tack on the village gate.

The next morning everybody in the village stopped to read the notice. Housewives on their way to market hesitated. Farmers paused on their way to the cornfields. Boys and girls read it on their way to school. This is what the notice on the gate said:

Whoever sends Charlie Rask, on the Trant Creek, the LARGEST APPLE will get a PRIZE of a silver dollar. The apples which do not get the prize will be kept by Charlie for his trouble.

News of the prize flew on the wind through all the district. A whole silver dollar for a single apple!

THE LITTLE BOY WITH THE RED APPLE

Charles Bush was a little boy who lived in Sweden. He enjoyed apples very much. "For apples are as good to eat," he always said, "as I want."

One day as he lay in bed, dreaming, he remembered that he

had a red apple in his pocket.

He dropped one of the tree and ran home as fast as his legs could

bring him. Right to the cupboard he went, where, on the very top

shelf, stood the egg-filled to the crown with silver

Charles counted the money money with his hands. How much money

did he have? He had a dollar and a half. The little boy

thought. He had a fine idea.

He took his pen, and he wrote a letter, and he printed very

carefully a notice to read up to village gate.

The next morning everybody in the village stopped to read his

notice. However on their way to market they had

to hurry up to the market. Boys and girls used to go there

every day. This is what the notice on the gate said:

Whoever sends Charles Bush, on the fourth day, the money

shall have a PRIZE of a silver dollar. The money shall

be sent to the police who will be kept by Charles Bush.

And the prize was a silver dollar.

Charles Bush got a single apple.

Charlie Rask tending his goats in the green fields found himself very popular.

The news of the prize traveled farther and farther till it came to a very old woman who lived far away in a hut no bigger than a cupboard.

"A whole silver dollar," she cried to herself as she walked in her garden. It was a very little garden, with only one tree. And only one apple grew upon the tree. It was really very big and she valued it very much.

"Surely in all Sweden," she said to herself, "there cannot be an apple so big and so lovely as grows upon my tree." So she picked it off and mailed it in a basket to little Charlie Rask.

Now was it not fine and was it not lucky, for the old woman's apple weighed two whole pounds. It was the very largest and the most wonderful of all the hundreds and thousands of apples that were sent to Charlie.

"This apple wins the prize," said Charlie, and putting on his Sunday coat and his best hat he went to call on the old woman to tell her the good news.

He gave her the shiny silver dollar and he stayed on for supper, and they had a gay feast all by themselves.

As for all the other apples that did not weigh two pounds, Charlie packed them in baskets and in barrels and took them to market.

He sold everyone for a very good price, and he did not spend a penny on toys or on taffy, but bought ten little apple trees and planted them at once in his garden.

That is how Charlie Rask's dream of owning hundreds and thousands of apples began to come true.

THE LITTLE MILKWEED'S TRIP

In the month of September a milkweed pod stood in a pasture just a little way beyond the city. One day a tiny crack came that kept getting wider and wider. Soon it opened to allow the first little seed to come floating out on its fluffy white sails.

It first floated high up into the air, just missing the top of an oak tree on the way. Then the breeze carried it toward the east and it passed over the pasture. Next there was a cornfield, and just as the little seed got above this the breeze died down and it dropped slowly down into the cornfield.

There it stayed all night and in the morning a breeze picked it up. High into the air it went and started on its travels again.

By and by it came to the city and found itself floating over that part of town where the factories are and where the stores and shops begin. Just as it was passing over one of the tall chimneys, the fireman away down in the furnace-room threw into the furnace a lot of coal. The smoke rolled out from the top of the chimney in a great cloud, which caught the little milkweed seed and carried it upward again. But the soot from the smoke settled on its silky parachute and made it heavy and it lost its whiteness. Down it floated on one of the main streets. But just before it touched the brick sidewalk, Ben and Mary came along.

"O see that pretty milkweed floating in the air, said Mary! She scampered after it and caught it between her hands. "See, it has a little brown seed." She held the seed with the parachute sticking up.

Just to tease her Ben puffed out his cheeks and blew at the silk with all his might. Away it went, much to his surprise, for he thought Mary had fast hold of it.

THE LITTLE MILKWEED'S TRIP

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It first floated high up into the air, just missing the top of an oak tree on the way. Then the breeze carried it toward the east and it passed over the pasture. Next there was a calm, and then as the little seed got above this it passed down and it dropped to the ground into the cornfield.

There it stayed all night and in the morning a breeze picked it up. Right into the air it went and started on its journey again. By and by it came to the city and found itself floating over the

roof of a house where the factories are and where the stores and shops are. Just as it was passing over one of the tall chimneys, the fire

was going down in the furnace-room when into the furnace a lot of coal was thrown. The smoke rolled out from the top of the chimney in a great cloud, which caught the little milkweed seed and carried it upward again. And the

seed from the smoke settled on its fluffly parachute and came to rest on the roof of the warehouse. Down it floated on one of the rain pipes. The first rain it reached the other sidewalk, but it was not there.

So the little milkweed floated in the air, and here it was. It was a

"Look, Ben," she cried, "see, the little brown seed is gone."

Yes, the parachute was floating off without the seed. Mary had held the seed so tightly that when Ben blew on the silk it broke away. Then, when Mary opened her hand, the seed fell to the sidewalk and slipped to the ground between the walk and the curbstone.

Ben and Mary hunted a while for the seed, but it was such a deep brown, and was so well hid down in a dark crack that even their sharp eyes could not find it.

The seed lay in this place all winter. The rain washed some soil over it and when the warm spring days came it sprouted. The roots extended out through the soil in the narrow crack and a fine stalk grew up by the side of the walk. However, in September the little milkweed plant was gone, cut down by the men cleaning the street.

Now that is always the way. Of all the children a mother milkweed sends out, only a very few grow into plants. But so many of the children are started off that there is no way of the milkweed family dying out.

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Ben and Mary hunted a while for the seed, but it was gone. Mary

groaned, and was so well hid down in a dark street that even their

eyes could not find it.

The seed lay in this place all winter. The rain washed some soil
over it and when the warm spring days came it sprouted. The roots

at once through the soil in the narrow crack and a little green

up to the side of the walk. However, in September the little

plant was gone, cut down by the men cleaning the street.

Now that is always the way. Of all the children a mother will
raise out, only a very few grow into plants. Just as many of the children
are brought off that there is no way of the mixed family tree.

THE LITTLE MILKWEED'S TRIP

In the month of September a milkweed pod stood in a pasture just a little way outside the city. One day a tiny crack came that kept getting wider and wider. Soon it opened to permit the first little seed to come floating out on its fluffy white sails.

It first floated high up into the air, just missing the top of an oak tree on the way. Then the breeze carried it toward the east and it passed over the pasture. Next there was a cornfield, and just as the little seed got above this the breeze died down and it dropped slowly down into the cornfield.

There it stayed all night and in the morning a breeze picked it up. High into the air it went and started on its journey again.

By and by it came to the city and found itself floating over that part of town where the factories are and where the stores and shops begin. Just as it was passing over one of the tall chimneys, the fireman away down in the furnace-room threw into the furnace a lot of coal. The smoke rolled out from the top of the chimney in a great cloud, which caught the little milkweed seed and carried it upward again. But the soot from the smoke clung to its silky parachute and made it heavy and it lost its whiteness. Down it floated on one of the main streets. But just before it touched the brick sidewalk, Ben and Mary came along.

"O see that pretty milkweed floating in the air," said Mary. She hurried after it and caught it between her hands. "See it has a little brown seed." She held the seed with the parachute sticking up.

Just to disturb her Ben puffed out his cheeks and blew at the silk with all his might. Away it went, much to his astonishment, for he thought Mary had fast hold of it.

"Look, Ben," she cried, "see, the little brown seed is gone".

Yes, the parachute was floating off without the seed. Mary had held the seed so firmly that when Ben blew on the silk it broke away. Then, when Mary opened her hand, the seed fell to the sidewalk and slipped to the ground between the walk and the curbstone.

Ben and Mary hunted a while for the seed, but it was such a deep brown, and was so well hid down in a dark crack that even their sharp eyes could not find it.

The seed lay in this place all winter. The rain washed some soil over it and when the warm spring days came it sprang up. The roots stretched out through the soil in the narrow crack and a fine stalk grew up by the side of the walk. However, in September the little milkweed plant was gone, cut down by the men cleaning the street.

Now that is always the way. Of all the children a mother milkweed sends out, only a very few grow into plants. But so many of the children are started off that there is no way of the milkweed family dying out.

Androcles and Lion

Many years ago there lived in Rome a slave by the name of Androcles. His master was such a cruel man that at last Androcles made up his mind to run away.

On a dark night he crept over the city walls and ran to the forest. In the morning, too tired to go farther, he hid himself in a cave in the rocks. There he tried to figure out what he should do next.

All at once he heard the roar of a wild animal. He jumped up, but before he could reach the mouth of the cave he saw coming toward him a great lion. As the lion came near, Androcles saw that he was walking very slowly.

Then the lion lifted one paw and moaned with pain. There was a thorn in the soft part of his paw.

Androcles had often taken thorns out of the paws of his master's dogs. He gently took the lion's paw in his hand and pulled out the thorn.

As soon as the thorn was out the lion rolled over and over in his joy. Then he licked the feet and hands of Androcles, as if to thank him.

From that time on Androcles lived in the cave with the lion. The lion was a good hunter and every day brought back meat for them both.

One day Androcles left the cave to walk into the forest. He was soon captured by some soldiers whom his cruel master had sent to find him. The soldiers took Androcles back to Rome and threw him into prison.

After many days Androcles was taken from prison to a large open place like a circus, with seats on every side. The seats were full of men and women who had come to see Androcles fight for his life with a lion.

Androcles stood still while the door of the cage was opened and out bounded the hungry lion. On came the lion with a terrible roar, but just as he reached Androcles he stopped and sniffed the air. Then with a happy bound he lay down and began to lick the hands and feet of Androcles and to rub his head against him like a dog.

At first there was not a sound in the great place. Then a mighty shout went up as the people saw that Androcles and the lion were familiar with each other.

"Tell us," they cried, "how you came to know the lion."

So Androcles told the story of his life in the forest. At the end the people shouted, "Let them both go free."

So Androcles and the lion went back to the forest together.

After many days Andros was taken from prison to a large hall

where there was a throne. Andros sat on every side. The seats were full of

men and women who had come to see Andros fight for his life.

Andros

Andros stood still while the king of the city was speaking to him.

On such the king said to Andros: "You are a brave man."

Andros answered him: "I am a man who has fought for his life."

Andros then lay down and began to fight the king and his men.

Andros and his men fought against him for a long time.

At last there was not a man in the great hall. Then a sign

came from the king that Andros and his men were to fight.

Andros then

"Till then," Andros said, "how can you know the king?"

Andros then told the story of his life to the king. At last

the king said: "Let them go to the king."

Andros and the king went back to the king's palace.

Androcles and the Lion

Many years ago there lived in Rome a slave by the name of Androcles. His master was such a brutal man that at last Androcles made up his mind to run away.

On a dark night he crept over the city walls and ran to the forest. In the morning, too tired to go farther, he hid himself in a cave in the rocks. There he tried to scheme what he should do next.

All at once he heard the howl of a wild animal. He jumped up, but before he could reach the mouth of the cave he saw coming toward him a great lion. As the lion came near, Androcles saw that he was walking very slowly.

Then the lion lifted one paw and groaned with pain. There was a thorn in the soft part of his paw.

Androcles had often taken thorns out of the paws of his master's dogs. He tenderly took the lion's paw in his hand and pulled out the thorn.

As soon as the thorn was out the lion rolled over and over in his joy. Then he licked the feet and hands of Androcles, as if to thank him.

From that time of Androcles lived in the cave with the lion. The lion was a good hunter and every day brought back meat for them both.

One day Androcles left the cave to walk into the forest. He was soon grabbed by some soldiers whom his brutal master had sent to find him. The soldiers took Androcles back to Rome and threw him into prison.

After many days Androcles was taken from prison to a large open place like a circus, with seats on every side. The seats were full of men and women who had come to see Androcles fight for his life with a lion.

Androcles stood still while the door of the cage was opened and out leaped the hungry lion. On came the lion with a dreadful howl, but just as he reached Androcles he stopped and sniffed the air. Then with a happy leap he lay down and began to lick the hands and feet of Androcles and to rub his head against him like a dog.

At first there was not a sound in the great place. Then a powerful shout went up as the people saw that Androcles and the lion were devoted to each other.

"Tell us," they cried, "how you came to know the lion."

So Androcles told the story of his life in the forest. At the end the people shouted, "Let them both go free."

So Androcles and the lion went back to the forest together.



Two Queer Turtles

Many years had passed since the Pilgrims first came to our country.

Though many of the Indians were friendly, some of them hated the white people. They would have killed them if they had dared.

So in each little village a blockhouse had been built. To this blockhouse all the people ran in time of trouble with the Indians. But often the Indians came and the people did not have time to reach the blockhouse. So in every home guns were kept loaded. Even the women and the older children had to know how to use these guns. Often the Indians would steal upon them swiftly and silently while the men were in the fields.

One spring morning Mrs. Bradley hummed a little song as she prepared the dinner. On the clean kitchen floor two little children played in the sunshine.

The brick oven was heated in order to cook some apple pies. When the pies were in the oven Mrs. Bradley went upstairs with a string of dried fruit which she had not used. She hung the string of dried fruit over a beam and started downstairs. In passing a little window she saw a sight that filled her heart with terror. Behind some bushes she saw the ugly, painted face of an Indian. Then he dropped on his hands and knees and began creeping toward the house.

Back to the kitchen she rushed. What should she do? Where could she hide the children? She could not get the loaded gun, for in doing so she must pass the open window. Then her eye caught sight of two huge

Two Forest Parties

Many years had passed since the English first came to our

country.

Thousands of the Indians were killed, some of them

the white people. They would have killed them if they had dared.

In the West Indian village a white house had been built. To this

place the white people ran in time of trouble with the Indians.

But when the Indians came and the people did not have time to reach

the place. So in every home guns were kept hidden. When the

Indians came and the white children had to know how to use these guns. Often

the Indians would attack upon them with their arrows and kill the men

who were in the fields.

One day coming Mrs. Bradley found a letter from her son who

was in the army. On the other side of the letter was written

that he was in the army.

The letter was passed in order to look some other place. When

the place was in the army Mrs. Bradley sent a letter with a young

man to the army who had not been. The young man was of the

army and started home. He was a white man.

He was a white man and started home. He was a white man.

He was a white man and started home. He was a white man.

He was a white man and started home. He was a white man.

He was a white man and started home. He was a white man.

He was a white man and started home. He was a white man.

He was a white man and started home. He was a white man.

brass kettles upside down in front of the fireplace. She caught up the little boy and popped him under one of the kettles. Under the other kettle she put the baby whispering, "Be still, children and don't cry." Then she hid in the chimney corner.

Soon the face of the Indian was at the window. He looked all around but he could see no one.

Just then the frightened children began to cry. The noise rang from under the kettles with a queer sound. The Indian heard the queer noise. It seemed to come from the kettles. Hurriedly he fired his gun. The bullet struck one of the brass kettles, but slid off and rolled into the corner. The Indian stared. What could these creatures be which his gun could not hurt?

Now the frightened children screamed louder in their terror. Then they began to creep across the floor toward the light. This moved the kettles and made them look like huge turtles.

Right toward the Indian crawled the queer-looking creatures, making awful noises as they came. The frightened Indian turned and ran back into the forest.

Two Queer Turtles

Many years had passed since the Pilgrims first came to our country.

Though many of the Indians were loyal, some of them hated the white people. They would have killed them if they had dared.

So in each little village a blockhouse had been built. To this blockhouse all the people ran in time of danger with the Indians. But often the Indians came and the people did not have time to reach the blockhouse. So in every home guns were kept loaded. Even the women and the older children had to know how to use these guns. Often the Indians would steal upon them rapidly and quietly while the men were in the fields.

One spring morning Mrs. Bradley hummed a little song as she arranged the dinner. On the clean kitchen floor two little children played in the sunshine.

The brick oven was heated in order to cook some apple pies. When the pies were in the oven Mrs. Bradley went upstairs with a string of dried fruit which she had not used. She hung the string of dried fruit over a beam and started downstairs. In passing a little window she saw a sight that filled her heart with panic. Behind some bushes she saw the ugly, painted face of an Indian. Then he dropped on his hands and knees and began creeping toward the house.

Back to the kitchen she rushed. What should she do? Where could she hide the children? She could not get the loaded gun, for in doing so

many years had passed since the village first came to be known
though many of the Indians were left. Some of them had been
killed. They would have killed them if they had been.

So in each little village a blackness was seen. To this
blackness all the people ran in fear of death. The Indians
knew the Indians were and the people did not want to be
killed. So in every town some were left. Some the
and the other children had to know how to use these guns. Often the
Indians would come upon them rapidly and kill them. The men were
of the Indians.

One spring morning Mrs. Bradley learned a lesson. She was at the
house. On the table stood three or four Indian children. They
were watching.

The Indian over was heated in order to keep the apples from
the fire. In the oven Mrs. Bradley went upstairs with a basket of
baked bread which she had not used. She had the bread of bread left.
She had a small and simple breakfast. In the morning the bread was
baked. The bread was not burnt with heat. The bread was not
the bread. The bread was of an Indian. The bread was of an Indian.
The bread was not burnt with heat. The bread was not burnt with heat.

Back to the kitchen she turned. When a voice was heard. When
the bread was still warm. The bread was still warm. The bread was still warm.

she must pass the open window. Then her eye caught sight of two huge brass kettles upside down in front of the fireplace. She caught up the little boy and popped him under one of the kettles. Under the other kettle she put the baby whispering, "Be still, children and don't cry." Then she hid in the chimney corner.

Soon the face of the Indian was at the window. He looked all around but he could see no one.

Just then the alarmed children began to cry. The noise rang from under the kettles with a queer sound. The Indian heard the queer noise. It seemed to come from the kettles. Hastily he fired his gun. The bullet struck one of the brass kettles, but slid off and rolled into the corner. The Indian gazed. What could these creatures be which his gun could not hurt?

Now the alarmed children shrieked louder in their panic. Then they began to creep across the floor toward the light. This moved the kettles and made them look like huge turtles.

Right toward the Indian crawled the queer-looking creatures, making awful noises as they came. The alarmed Indian turned and ran back into the forest.

the man pass the open window. Then her eye caught sight of two hands
which were held up in front of the fireplace. She caught up
the little boy and patted him under one of the pillows. Under the other
pillow she put the baby whispering, "Be still, children and don't say a word."
Then she hid in the chimney corner.

When the face of the Indian was at the window he looked all around
but he could see no one.

Just then the alarmed children began to cry. The mother went from
under the pillows with a queer sound. The Indian heard the sound and
it seemed to come from the kitchen. Hastily he lifted his gun. The
bullet struck one of the brass kettles, but slid off and rolled into
the corner. The Indian gasped. What could those cries mean? He felt the
gun could not hurt?

Now the alarmed children shrieked louder in their panic. When
they began to creep across the floor toward the light. This noise was
loud and made them look like devils.
Right toward the Indian crept the great-looking creature making
no sound as they came. The alarmed Indian turned and ran back into

the forest.

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Inter.
Achievem't

A

INTERMEDIATE TEST: FORM A

For Grades 3 to 6

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....


Name of school.....City.....Date.....

TEST	SCORE	GRADE EQUIVA- LENT	AGE EQUIVA- LENT
1. Word Meaning			
2. Paragraph Meaning			
Total			
OPTIONAL TESTS			
3. Spelling			
4. Written Recall Rating			

Patent No. 1,586,628

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TEST 1. WORD MEANING

Samples.

An <i>apple</i> is a kind of —	1 paint	2 metal	3 animal	4 fruit	5 chair	1	2	3	4	5
<i>Large</i> means —	1 angry	2 big	3 hurt	4 little	5 like	1	2	3	4	5
To <i>shut</i> means to —	1 help	2 give	3 take	4 run	5 close	1	2	3	4	5
1. A <i>dog</i> is an —	1 answer	2 elephant	3 animal	4 excuse	5 orange	1	2	3	4	5
2. A <i>robin</i> is a —	1 crow	2 bird	3 bug	4 flower	5 leaf	1	2	3	4	5
3. To <i>bring</i> is to —	1 find	2 carry	3 think	4 lose	5 fall	1	2	3	4	5
4. <i>Small</i> means —	1 hurry	2 large	3 little	4 like	5 help	1	2	3	4	5
5. To <i>fall</i> is to —	1 pay	2 lift	3 touch	4 drop	5 face	1	2	3	4	5
6. To <i>bake</i> is to —	1 break	2 lose	3 cook	4 speak	5 copy	1	2	3	4	5
7. A <i>dollar</i> is —	1 copper	2 money	3 business	4 healthy	5 clothing	1	2	3	4	5
8. A <i>voice</i> is used to —	1 clamp	2 speak	3 point	4 write	5 mark	1	2	3	4	5
9. A <i>potato</i> is a —	1 song	2 planet	3 vegetable	4 table	5 postman	1	2	3	4	5
10. <i>Beef</i> is a kind of —	1 horse	2 boat	3 maze	4 ranch	5 meat	1	2	3	4	5
						2 →				
11. To <i>chop</i> means —	1 roll	2 note	3 come	4 chide	5 cut	1	2	3	4	5
12. If a thing is <i>above</i> , it is —	1 glad	2 pleasant	3 short	4 higher	5 between	1	2	3	4	5
13. A thing that is <i>bent</i> is —	1 warm	2 sharp	3 crooked	4 straight	5 tight	1	2	3	4	5
14. <i>Travel</i> means —	1 trouble	2 journey	3 serious	4 prepare	5 junction	1	2	3	4	5
15. <i>Oil</i> is used for —	1 fuel	2 water	3 fun	4 writing	5 presents	1	2	3	4	5
16. <i>Quarrel</i> means —	1 stop	2 travel	3 fight	4 forget	5 throw	1	2	3	4	5
17. A <i>hall</i> is a —	1 horn	2 road	3 tooth	4 room	5 field	1	2	3	4	5
18. An <i>island</i> is surrounded by —	1 sugar	2 gardens	3 earth	4 salad	5 water	1	2	3	4	5
19. <i>Remain</i> means —	1 ride	2 measure	3 happen	4 stay	5 accompany	1	2	3	4	5
20. <i>Salt</i> is used on —	1 holidays	2 water	3 food	4 birds	5 flowers	1	2	3	4	5
21. <i>Marriage</i> means —	1 image	2 civil	3 bitter	4 obtain	5 wedding	1	2	3	4	5
22. A <i>carpenter</i> makes things of —	1 iron	2 stone	3 cement	4 wood	5 grass	1	2	3	4	5
23. A <i>maid</i> is a —	1 smile	2 father	3 girl	4 heart	5 fruit	1	2	3	4	5
24. A <i>palace</i> is a —	1 crown	2 storm	3 land	4 building	5 policeman	1	2	3	4	5
25. A <i>helmet</i> is worn on the —	1 knees	2 breast	3 feet	4 elbows	5 head	1	2	3	4	5

- | | | | | | |
|---|--------------|------------|------------|------------|------------|
| 26. When you <i>miss school</i> , you are — | 1 tardy | 2 absent | 3 present | 4 taught | 5 fair |
| 27. A person is <i>alone</i> who is without — | 1 money | 2 food | 3 company | 4 shelter | 5 danger |
| 28. A <i>stomach</i> is part of the — | 1 sea | 2 sky | 3 body | 4 country | 5 world |
| 29. A man's <i>daughter</i> is his — | 1 parent | 2 child | 3 sister | 4 son | 5 niece |
| 30. <i>Ill</i> means — | 1 sick | 2 hungry | 3 well | 4 safe | 5 sorry |
| 31. <i>Excellent</i> means very — | 1 weak | 2 good | 3 happy | 4 poor | 5 tired |
| 32. A <i>hive</i> is for — | 1 oil | 2 school | 3 robbers | 4 peaches | 5 bees |
| 33. To <i>tumble</i> is to — | 1 type | 2 ask | 3 knock | 4 fall | 5 tickle |
| 34. A <i>grandparent</i> is an — | 1 antagonist | 2 elephant | 3 ancestor | 4 impostor | 5 umpire |
| 35. A <i>smell</i> is an — | 1 amount | 2 answer | 3 office | 4 odor | 5 idea |
| 36. An <i>elm</i> is a — | 1 mold | 2 helm | 3 bug | 4 tree | 5 tool |
| 37. A <i>mule</i> is a — | 1 splinter | 2 pearl | 3 beast | 4 ditch | 5 handle |
| 38. <i>Costly</i> things are — | 1 expensive | 2 pliant | 3 scorched | 4 liberal | 5 domestic |

3 →

- | | | | | | |
|---|------------|-------------|-------------|-------------|-------------|
| 39. An <i>author</i> is a — | 1 patron | 2 policeman | 3 statesman | 4 treasurer | 5 writer |
| 40. A <i>mayor</i> is an — | 1 expert | 2 animal | 3 invalid | 4 umbrella | 5 official |
| 41. A <i>zone</i> is a — | 1 number | 2 stepson | 3 region | 4 sliver | 5 habit |
| 42. To <i>injure</i> is to — | 1 slump | 2 insure | 3 wound | 4 sell | 5 splash |
| 43. To <i>rouse</i> means to — | 1 waken | 2 rule | 3 roast | 4 throw | 5 love |
| 44. <i>Mild</i> means — | 1 gentle | 2 price | 3 wild | 4 new | 5 behind |
| 45. <i>Wicked</i> means — | 1 generous | 2 grateful | 3 unselfish | 4 evil | 5 brilliant |
| 46. To <i>make preparations</i> is to get — | 1 over | 2 measles | 3 ready | 4 upon | 5 cloudy |
| 47. A <i>selection</i> is a — | 1 bullet | 2 capital | 3 desire | 4 choice | 5 folder |
| 48. To <i>tour</i> is to — | 1 prepare | 2 toast | 3 lean | 4 travel | 5 trust |
| 49. <i>Twinkle</i> means — | 1 wrinkle | 2 ringing | 3 pitiful | 4 glisten | 5 feeble |
| 50. <i>Coarse</i> cloth is — | 1 smooth | 2 fine | 3 rough | 4 cold | 5 short |
| 51. A <i>bough</i> is a — | 1 limb | 2 leaf | 3 pail | 4 crest | 5 trunk |
| 52. To <i>welcome</i> means to — | 1 endure | 2 persist | 3 receive | 4 believe | 5 practice |

- | | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|--------------|---------------|----------------|--------------|----------------|
| 53. A <i>blunt</i> thing is — | 1 dull | 2 sharp | 3 disagreeable | 4 black | 5 thin |
| 54. <i>Circular</i> means — | 1 careless | 2 familiar | 3 round | 4 square | 5 jealous |
| 55. <i>Skillful</i> means — | 1 laborious | 2 excited | 3 radical | 4 expert | 5 kindly |
| 56. <i>Interior</i> means — | 1 inferior | 2 above | 3 empty | 4 dreary | 5 inside |
| 57. <i>Stupid</i> means — | 1 studious | 2 false | 3 stylish | 4 cowardly | 5 dull |
| 58. To <i>surrender</i> is to — | 1 surround | 2 soften | 3 colonize | 4 yield | 5 dance |
| 59. <i>Destruction</i> causes — | 1 discipline | 2 ruin | 3 government | 4 scandal | 5 satisfaction |
| 60. To <i>convince</i> means to — | 1 declare | 2 design | 3 combine | 4 nourish | 5 persuade |
| 61. A <i>sign</i> is an — | 1 offering | 2 agreement | 3 acquaintance | 4 indication | 5 address |
| 62. A <i>portion</i> is a — | 1 gate | 2 home | 3 wall | 4 riddle | 5 share |
| 63. To <i>overcome</i> is to — | 1 discover | 2 happen | 3 anticipate | 4 defeat | 5 worry |
| 64. An <i>insult</i> is an — | 1 instinct | 2 insertion | 3 announcement | 4 embrace | 5 offense |
| 65. To <i>confirm</i> is to make — | 1 angry | 2 equal | 3 trouble | 4 certain | 5 time |
| 66. <i>Valiant</i> means — | 1 valid | 2 lenient | 3 brave | 4 royal | 5 loyal |
| 4 → | | | | | |
| 67. To <i>kindle</i> means to — | 1 pick | 2 range | 3 light | 4 soil | 5 assist |
| 68. <i>Abrupt</i> means — | 1 exclude | 2 neutral | 3 recent | 4 sudden | 5 rugged |
| 69. <i>Fatigue</i> means — | 1 fatal | 2 faithful | 3 conflict | 4 dodge | 5 weariness |
| 70. A <i>durable</i> thing is — | 1 fantastic | 2 courteous | 3 modified | 4 lasting | 5 moist |
| 71. <i>Fourscore</i> is the same as — | 1 fourteen | 2 fortnight | 3 eighty | 4 twenty | 5 four |
| 72. To <i>ratify</i> is to — | 1 confuse | 2 approve | 3 assist | 4 report | 5 poison |
| 73. To <i>rebel</i> is to — | 1 realize | 2 pledge | 3 justify | 4 resist | 5 flourish |
| 74. <i>Sullen</i> means — | 1 sultry | 2 satisfied | 3 credulous | 4 harmful | 5 surly |
| 75. <i>Probability</i> means — | 1 disheveled | 2 originality | 3 likelihood | 4 sincerity | 5 enthusiasm |

Score

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?

- | | | | | | | | |
|--------------------------|------------------------|-------------------|---|---|---|---|---|
| 1 went to see their aunt | 2 went to the seashore | 3 went on a train | 1 | 2 | 3 | 4 | 5 |
| 4 went for crabs | 5 went fishing | | 1 | 2 | 3 | 4 | 5 |

B. The weather was —

- | | | | | | | | | | |
|---------|---------|--------|----------|---------------|---|---|---|---|---|
| 1 quiet | 2 funny | 3 fair | 4 gloomy | 5 rainy | 1 | 2 | 3 | 4 | 5 |
|---------|---------|--------|----------|---------------|---|---|---|---|---|

C. The best name for this story is —

- | | | | | | | | |
|----------------------|-----------------------------|-------------------------|---|---|---|---|---|
| 1 Helen and Her Aunt | 2 Gathering Shells | 3 Eating Lunch Outdoors | 1 | 2 | 3 | 4 | 5 |
| 4 One Warm Day | 5 A Trip to the Beach | | 1 | 2 | 3 | 4 | 5 |

I

5 →

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?

- | | | | | | | | | |
|-------------------|-----------------------|---------------|----------------------|---|---|---|---|---|
| 1 before school | 2 when school is over | 3 in the fall | 4 when school starts | 1 | 2 | 3 | 4 | 5 |
| 5 every day | | | | 1 | 2 | 3 | 4 | 5 |

2. Which word tells what kind of a time the children have at camp?

- | | | | | | | | | | |
|------------|-------|----------|---------|---------------|---|---|---|---|---|
| 1 lonesome | 2 sad | 3 joyous | 4 funny | 5 weary | 1 | 2 | 3 | 4 | 5 |
|------------|-------|----------|---------|---------------|---|---|---|---|---|

3. How do the children travel to camp?

- | | | | | | | | | | |
|--------------|------------|--------------------|------------|---------------------|---|---|---|---|---|
| 1 on a train | 2 on a bus | 3 in an automobile | 4 on a car | 5 in an airplane .. | 1 | 2 | 3 | 4 | 5 |
|--------------|------------|--------------------|------------|---------------------|---|---|---|---|---|

4. The best name for this story would be —

- | | | | | | | | |
|--------------------|--------------------------|-----------------------|---|---|---|---|---|
| 1 Close of School | 2 Playing Games | 3 A Trip on the Train | 1 | 2 | 3 | 4 | 5 |
| 4 A Summer at Camp | 5 The Boys at Camp | | 1 | 2 | 3 | 4 | 5 |

5. Mary and John enjoy camp life because they —

- | | | | | | | | | |
|--|------------------------------|--|--|--|--|--|--|--|
| 1 are glad to be away for the summer | 2 like the ride on the train | | | | | | | |
| 3 are glad to be out of school | 4 like to study nature | | | | | | | |
| 5 have fun playing games with the other children | | | | | | | | |

II

Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —

- | | | | | | | | |
|------------------------------|------------------------|---------------------------|---|---|---|---|---|
| 1 to his grandfather's house | 2 into the water | 3 fishing with his father | 1 | 2 | 3 | 4 | 5 |
| 4 to buy a fish line | 5 to the ocean to fish | | : | : | : | : | : |

7. The fish —

- | | | | | | | | | | |
|----------|-------------|-------|---------|--------|---|---|---|---|---|
| 1 helped | 2 struggled | 3 ate | 4 tried | 5 fell | 1 | 2 | 3 | 4 | 5 |
| | | | | | : | : | : | : | : |

8. Jack tried to —

- | | | | | | | | |
|-------------------------|------------------------|---------------------|---|---|---|---|---|
| 1 fish near the stream | 2 pull his father back | 3 land his own fish | 1 | 2 | 3 | 4 | 5 |
| 4 put fish in the brook | 5 lie on the grass | | : | : | : | : | : |

9. The best name for this story is —

- | | | | | | | | |
|---------------------------|----------------------|-----------------------|---|---|---|---|---|
| 1 A Trip to Grandfather's | 2 Catching Some Fish | 3 Jack's Fishing Trip | 1 | 2 | 3 | 4 | 5 |
| 4 Buying a New Fish Line | 5 How Father Fished | | : | : | : | : | : |

10. Jack enjoyed his trip because —

- | | | | | | | | |
|-----------------------|------------------------------------|-------------------------|---|---|---|---|---|
| 1 the fish got away | 2 the brook was near grandfather's | 3 he caught a fine fish | 1 | 2 | 3 | 4 | 5 |
| 4 he went to a stream | 5 his father helped him | | : | : | : | : | : |

III

6 →

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Bears, which are among the animals which sleep all winter, get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

11. How do the animals which sleep through the winter get their winter food?

- | | | | | | | | |
|--|-------------------------------|--|--|--|--|--|--|
| 1 by carrying their food in with them | 2 by getting fat in summer | | | | | | |
| 3 by coming out for food as they need it | 4 by eating the bark of trees | | | | | | |
| 5 by living on small animals | | | | | | | |

12. The climate where these animals live is very —

- | | | | | | | | | | |
|---------|--------|----------|--------|-------|---|---|---|---|---|
| 1 windy | 2 warm | 3 breezy | 4 cold | 5 hot | 1 | 2 | 3 | 4 | 5 |
| | | | | | : | : | : | : | : |

13. How do the animals look when they come out of the cave?

- | | | | | | | | | |
|---------------------|-------------------|------------------|--------------------|---|---|---|---|---|
| 1 huge and fat | 2 lean and hungry | 3 thin and tired | 4 large and strong | 1 | 2 | 3 | 4 | 5 |
| 5 huge and starving | | | | : | : | : | : | : |

14. The best title for this story would be —

- | | | | | | | | |
|--|---------------------------------|--|--|--|--|--|--|
| 1 Bears Which Go into Caves | 2 Thin and Hungry Animals | | | | | | |
| 3 Animals Which Sleep through the Winter | 4 Large Animals Sleep in Winter | | | | | | |
| 5 While They Are Sleeping | | | | | | | |

15. The animals which sleep through the winter make winter dens —

- | | | | | | | | |
|-----------------------------|---------------------------|---------------------|---|---|---|---|---|
| 1 in the summertime | 2 in the open woods | 3 when spring comes | 1 | 2 | 3 | 4 | 5 |
| 4 in caverns or hollow logs | 5 while they are sleeping | | : | : | : | : | : |

IV

The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

16. What is the most valuable thing that St. Bernard dogs do ?
- | | | | | | |
|--|------------------------------------|---|---|---|-----|
| 1 They can climb over snowdrifts. | 2 They are good mountain climbers. | | | | |
| 3 They are trained to rescue lost travelers. | 4 They are large and strong. | 1 | 2 | 3 | 4 5 |
| 5 They carry first-aid kits. | | 1 | 2 | 3 | 4 5 |
17. The St. Bernard dog is —
- | | | | | | |
|------------|----------|--------------|---------|----------|-----------|
| 1 cowardly | 2 speedy | 3 courageous | 4 rough | 5 fierce | |
| | | | | | 1 2 3 4 5 |
18. How does the dog assist worn-out travelers ?
- | | | | | | |
|--------------------------------------|--|---|---|---|-----|
| 1 by digging large holes in the snow | 2 by climbing the drifts to the traveler | 1 | 2 | 3 | 4 5 |
| 3 by bringing first aid | 4 by covering him with a blanket | 1 | 2 | 3 | 4 5 |
| 5 by his great strength | | 1 | 2 | 3 | 4 5 |
19. The best title for this story is —
- | | | | | | |
|----------------------------|--------------------------------|-----------------------------|---|---|-------|
| 1 Training Dogs | 2 The Heroic St. Bernard | 3 A Strange St. Bernard Dog | 1 | 2 | 3 4 5 |
| 4 People Lost in Mountains | 5 Traveling through Snowdrifts | | 1 | 2 | 3 4 5 |
20. What do the dogs do for the travelers they cannot help ?
- | | | | | | |
|-------------------------------|---------------------------------|---|---|---|-----|
| 1 stand the man on his feet | | | | | |
| 2 give him food and medicine | 3 return to the village for aid | 1 | 2 | 3 | 4 5 |
| 4 carry him down the mountain | 5 give him the first-aid kit | 1 | 2 | 3 | 4 5 |

V



The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

21. The camel is —
- | | | | | | |
|-----------------------------------|------------------------------------|---|---|---|-----|
| 1 more intelligent than the horse | 2 capable of learning a great deal | 1 | 2 | 3 | 4 5 |
| 3 rather unintelligent | 4 poorly taught | 1 | 2 | 3 | 4 5 |
| 5 friendly and intelligent | | 1 | 2 | 3 | 4 5 |
22. The body of the camel is —
- | | | | | | |
|---------------|-----------|------------|--------|-------------|-----------|
| 1 unfortunate | 2 unusual | 3 graceful | 4 evil | 5 inspiring | |
| | | | | | 1 2 3 4 5 |
23. The mouth of the camel —
- | | | | | | |
|-------------------------------------|------------------------------------|---|---|---|-----|
| 1 is harmed by thorny cactus | 2 is small and tough | | | | |
| 3 is well suited for procuring food | 4 tightens when a sandstorm arises | 1 | 2 | 3 | 4 5 |
| 5 provides an inside reservoir | | 1 | 2 | 3 | 4 5 |
24. The best title for this story is —
- | | | | | | |
|--------------------------------|------------------------------|---|---|---|-----|
| 1 The Homely Body of the Camel | | | | | |
| 2 Why the Camel Is Useful | 3 The Stupidity of the Camel | 1 | 2 | 3 | 4 5 |
| 4 Sandstorms on the Desert | 5 How the Camel Eats | 1 | 2 | 3 | 4 5 |
25. The camel is —
- | | | | | | |
|------------------------------|----------------------------------|---|---|---|-----|
| 1 unsuited for desert travel | 2 helpless in a sandstorm | 1 | 2 | 3 | 4 5 |
| 3 a tricky animal | 4 well adapted for desert travel | 1 | 2 | 3 | 4 5 |
| 5 friendly and intelligent | | 1 | 2 | 3 | 4 5 |

VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — 1 tired and broken 2 quieted in spirit 1 2 3 4 5
3 impatient to be ridden 4 disturbed and angry 5 thrown to the ground
27. The pony was finally — 1 2 3 4 5
1 overbalanced 2 exultant 3 overpowered 4 distracted 5 restored
28. The little pony tried to — 1 outlive his rider 2 aid the boy 1 2 3 4 5
3 unseat his rider 4 exhaust the animal 5 butt Bill
29. The best title for this story is — 1 2 3 4 5
1 Riding the Range 2 An Exhausted Pony 3 Breaking a Pony
4 A Perspiring Pony 5 Bill Approached a Pony
30. The article illustrates — 1 2 3 4 5
1 how to enter a corral 2 a whinnying pony 3 trickery in riding
4 leading a pony 5 skill in horsemanship

VII

8 →

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

31. Making studies of bird life is interesting because — 1 2 3 4 5
1 they haunt native places 2 of the various activities one can observe
3 it is always done on water 4 the young are fed and cared for
5 the sport is appropriate
32. Using a camera in place of a rifle encourages wild life by promoting — 1 2 3 4 5
1 destruction 2 conservation 3 dissatisfaction 4 conversation 5 haunts
33. Bird study is a satisfying sport because — 1 2 3 4 5
1 the young are fed 2 the birds like it 3 one can get eggs out of nests
4 it can be enjoyed during all seasons 5 one can use a rifle
34. The best title for this story is — 1 2 3 4 5
1 Interesting Birds 2 The Excitement of Adventure 3 Taming Wild Birds
4 Photography of Wild Birds 5 Destroying Bird Life
35. Taking pictures of bird life is fascinating because — 1 2 3 4 5
1 it is helped by a camera 2 it takes much time 3 it gives more bird pictures
4 it brings adventure without destruction of life 5 it scatters the birds about

VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
- | | | | | | | |
|-----------------------------|-------------------------------------|---------------------------|-------|---|---|---|
| 1 crops are grown in summer | 2 mountain streams make it possible | 1 | 2 | 3 | 4 | 5 |
| 3 cities are near | 4 there are large reservoirs | 5 there are crop failures | ..... | \|\| | \|\| | \|\| |
37. Because irrigation is possible crop failures are —
- | | | | | | | | | | | |
|-------------|-----------|------------|-------------|--------------|-------|--|--|--|--|--|
| 1 increased | 2 reduced | 3 possible | 4 permitted | 5 eliminated | | | | | | |
|-------------|-----------|------------|-------------|--------------|-------|--|--|--|--|--|
38. They stop the water from flooding the fields by —
- | | | | | | | | |
|-------------------------|-------------------------|-------------------------|---|---|---|---|---|
| 1 damming the ditch | 2 use of gates | 3 opening the reservoir | 1 | 2 | 3 | 4 | 5 |
| 4 irrigating the fields | 5 drawing off the water | ..... | \|\| | \|\| | \|\| | \|\| | \|\| |
39. The best title for this story would be —
- | | | | | | | |
|------------------------|----------------------------------|--------------------------------|---|---|---|---|
| 1 Damming Up Streams | 2 Supplying Water for Irrigation | 1 | 2 | 3 | 4 | 5 |
| 3 Crops in Dry Weather | 4 Building Huge Dams | 5 Supplying Water for Colorado | \|\| | \|\| | \|\| | \|\| |
40. Land that is irrigated yields better harvests because —
- | | | | | | | |
|----------------------------------|----------------------------------|-------|---|---|---|---|
| 1 in summer it gets little rain | 2 it is high up in the mountains | 1 | 2 | 3 | 4 | 5 |
| 3 water may be applied as needed | 4 the water can be turned off | ..... | \|\| | \|\| | \|\| | \|\| |
| 5 agriculture is carried on | ..... | \|\| | \|\| | \|\| | \|\| | \|\| |

IX

9 →

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
- | | | | | | | | | |
|----------------|----------------|------------------------|--------------------|---|---|---|---|---|
| 1 much care | 2 much washing | 3 many plants in a row | 4 soaking in water | 1 | 2 | 3 | 4 | 5 |
| 5 much boiling | ..... | \|\| | \|\| | \|\| | \|\| | \|\| | \|\| | \|\| |
42. What kind of labor is most used in the raising of sugar beets ?
- | | | | | | | | | | | |
|-----------|----------|-------------|--------|-----------|-------|--|--|--|--|--|
| 1 machine | 2 manual | 3 difficult | 4 easy | 5 unusual | | | | | | |
|-----------|----------|-------------|--------|-----------|-------|--|--|--|--|--|
43. The raw sugar is —
- | | | | | | | |
|-------------------|------------------------|--------------------------|-------|---|---|---|
| 1 made into syrup | 2 refined and whitened | 1 | 2 | 3 | 4 | 5 |
| 3 boxed and sold | 4 left as it is | 5 changed to brown sugar | ..... | \|\| | \|\| | \|\| |
44. The best title for this story is —
- | | | | | | | | |
|-------------------------------|------------------------------|------------------------------|---|---|---|---|---|
| 1 Blocking and Thinning Beets | 2 Colorado Sugar Beets | 3 How Beet Sugar Is Obtained | 1 | 2 | 3 | 4 | 5 |
| 4 Cleaning Raw Sugar | 5 How Beet Sugar Is Whitened | ..... | \|\| | \|\| | \|\| | \|\| | \|\| |
45. Raising sugar beets requires —
- | | | | | | | |
|-----------------------|--------------------------|-------------|-------|---|---|---|
| 1 inexpensive labor | 2 syrup changed to sugar | 1 | 2 | 3 | 4 | 5 |
| 3 sugar to be cleaned | 4 many common turnips | 5 raw sugar | ..... | \|\| | \|\| | \|\| |

X

Airplanes are growing more important every year. Today they have traveled to almost every part of the world and into many places that would otherwise have remained unexplored. Daring pilots have been responsible for many outstanding feats. They have gone to the aid of dying men when there was no other opportunity of reaching them. At one time serum was carried to Alaska by plane and saved the lives of many children who were seriously ill of diphtheria. Every day of the year, and in all kinds of weather, Uncle Sam's pilots carry the mail through the air. Practically every day one reads of some new achievements of airplanes.

46. Airplanes have rendered valuable service to humanity by — 1 carrying many diseases
 2 having no other opportunity 3 aiding the sick and dying 1 2 3 4 5
 4 helping boys to become pilots 5 taking passengers in the air 1 2 3 4 5
47. The life of an airplane pilot is — 1 2 3 4 5
 1 lonesome 2 easy 3 hazardous 4 happy 5 high 1 2 3 4 5
48. Airplanes are used for a variety of services such as —
 1 exploring, carrying mail, and aiding the sick 2 carrying mail in all sorts of weather
 3 bringing serum to diphtheria patients 4 serving humanity 1 2 3 4 5
 5 traveling in all kinds of weather 1 2 3 4 5
49. The best title for this story is —
 1 Mail Pilots 2 Exploring with Airplanes 1 2 3 4 5
 3 Value of Airplanes 4 Life of an Air Pilot 5 A Trip to Alaska 1 2 3 4 5
50. The accomplishments of airplanes are — 1 2 3 4 5
 1 unimportant 2 understanding 3 trivial 4 significant 5 serious 1 2 3 4 5

XI

10 →

The mode of living on the plantations of the South was vastly different from that of the early New England people. The spacious Southern mansions, surrounded by the many slave cabins, gardens, and poultry yards, were often in themselves small villages. While many of these planters were living in wasteful extravagance, the Puritans of New England were living in modest two-room homes. They were thrifty people who were not in favor of the riotous living and entertaining of the planters. The New England people were more interested in the establishment of good common schools for all people, while the rich planters did not favor this idea. They had tutors at home for their children, or sent them to Europe to be educated.

51. The New Englanders were interested in — 1 having tutors for their sons
 2 organizing good public schools 3 educating their children in England 1 2 3 4 5
 4 living in two rooms 5 riotous living and entertaining 1 2 3 4 5
52. Which word best describes a Southern planter? 1 2 3 4 5
 1 lavish 2 gallant 3 brave 4 weak 5 frugal 1 2 3 4 5
53. Which word best describes a New England home? 1 2 3 4 5
 1 magnificent 2 insignificant 3 unpretentious 4 extensive 5 valuable 1 2 3 4 5
54. The best title for this story is —
 1 A Story of Education 2 A Comparison of the Life of the Planters
 3 Northern and Southern Modes of Living 4 The Thrifty New England People 1 2 3 4 5
 5 Good Schools for All 1 2 3 4 5
55. The Southern gentlemen desired —
 1 common education for all 2 the organizing of good public schools
 3 good education for members of his own family 1 2 3 4 5
 4 tutors for children in New England 5 good free schools for planters' sons 1 2 3 4 5

XII

The pulmotor, a device for the resuscitation of persons suffering from gas poisoning, drowning, or electric shock, consists of a tank of compressed oxygen which is thinned with air and pumped into the lungs of the patient. It must be remembered that if breathing is to be produced artificially the process must be begun within ten minutes after the breathing has stopped or the person may not revive. Therefore it is not safe to wait to begin to revive the person until the pulmotor arrives. Some other method of restoring consciousness should be attempted in order to avoid a fatality. While the pulmotor can be of great advantage, it is also a very dangerous instrument in the hands of an inexperienced person. There is great peril, if the instrument is not properly handled, of drawing the air out of the small air cells in the lungs and collapsing them.

11 →

56. The pulmotor is an instrument for —

- | | | | | | | | |
|--------------------------------|----------------------------|-----------------------------------|---|---|---|---|---|
| 1 collapsing the lungs | 2 avoiding drowning | 3 inducing artificial respiration | 1 | 2 | 3 | 4 | 5 |
| 4 administering electric shock | 5 inducing carbon monoxide | ..... | : | : | : | : | : |

57. What is conveyed to the patient by means of the pulmotor?

- | | | | | | | | |
|--|--|----------------------------|---|---|---|---|---|
| 1 concentrated oxygen | 2 a device of great advantage | 3 air cells which collapse | 1 | 2 | 3 | 4 | 5 |
| 4 a mixture of oxygen diluted with air | 5 a combination of oxygen and nitrogen | ... | : | : | : | : | : |

58. If the person is to be resuscitated, artificial respiration should be started —

- | | | | | | | | |
|-----------------------------|------------------------------|----------------------|---|---|---|---|---|
| 1 by a dangerous instrument | 2 for collapsing the lungs | 3 within ten minutes | 1 | 2 | 3 | 4 | 5 |
| 4 by a tank of oxygen | 5 by an inexperienced person | ..... | : | : | : | : | : |

59. While waiting for the pulmotor one should —

- | | | | | | | |
|-----------------------------------|---------------------------------------|------------------|-------|---|---|---|
| 1 attempt to avoid the instrument | 2 apply another type of resuscitation | 1 | 2 | 3 | 4 | 5 |
| 3 pump oxygen from a tank | 4 draw air out of the lungs | 5 dilute the air | ..... | : | : | : |

60. The pulmotor is a menace in the hands of a novice because —

- | | | | | | | |
|---|---------------------------------|---|---|---|---|---|
| 1 of the danger of injuring the stomach | 2 it might not arrive on time | | | | | |
| 3 it can be of great advantage | 4 it should be properly handled | 1 | 2 | 3 | 4 | 5 |
| 5 of the danger of collapsing the lungs | ..... | : | : | : | : | : |

Score.....

TEST 4. WRITTEN RECALL

I

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.

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